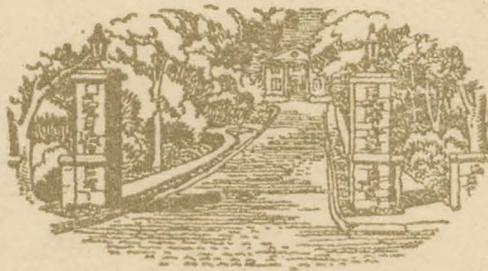


Alfred University Publication

1836 CENTENNIAL CELEBRATION 1936

June Sixth to Tenth

1936



University Bulletin

Number Five



ALFRED UNIVERSITY PUBLICATION

The Celebration of the
One Hundredth Anniversary
of the
Founding of Alfred University



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ALUMNI HALL

Erected in 1852 and for several decades known as the Chapel or the Old Chapel, then the Academy (1897-1915), the Gymnasium (1915-1927), and lastly as Alumni Hall

To President-Emeritus Boothe Colwell Davis and
Mrs. Davis, whose life work in the building and
inspiring of the New Alfred it so largely reflects, this
Bulletin is gratefully dedicated.

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HISTORICAL DATES

- 1836—Beginning of the Select School
- 1837—Cadmus erected
- 1839—William Colgrove Kenyon became principal of the Select School
- 1843—Alfred Academy chartered
- 1845—Purchase of the hillside campus
- 1846—North, Middle, and South Halls erected
- 1849—Compact of 1849 entered into by William C. Kenyon, Jonathan Allen, Darwin E. Maxson, Daniel D. Pickett, James Marvin, Ira Sayles, and Darius R. Ford
- 1852—Alumni Hall (Old Chapel) erected
- 1857—Alfred University chartered; William Colgrove Kenyon elected president
- 1858—South Hall burned
- 1860—The Brick completed
- 1863—Observatory erected
- 1867—Jonathan Allen elected president
- 1869—North Hall (now Burdick Hall) moved to site of Kanakadea Hall
- 1871—Theological Seminary organized
- 1874—Royal purple and gold adopted as the University colors
- 1875—First gymnasium built on site of Hall of Physics
- 1876—The Gothic acquired
- 1879—Steinheim Museum established
- 1884—Kenyon Memorial Hall first used for classes
- 1886—Semi-centennial celebration; Alumni Association founded
- 1887—Libraries consolidated
- 1892—Alpheus Burdick Kenyon elected acting president
- 1893—Arthur Elwin Main elected president
- 1895—Boothe Colwell Davis elected president
- 1896—Burdick Hall used as a dormitory
- 1898—Babcock Hall completed
- 1897—Liberal Arts College and Alfred Academy separated
- 1900—New York State School of Clay-working and Ceramics established
- 1901—Seminary reorganized; athletic field acquired
- 1907—Semi-centennial of the University charter celebrated
- 1908—New York State School of Agriculture established; Kanakadea Hall acquired; A. B. Kenyon appointed first dean of the College

- 1912—Carnegie Library erected; The "White House"; former residence of President Allen, burned
- 1913—*Fiat Lux* founded; Green Block acquired
- 1915—Alfred Academy discontinued
- 1918—Central Heating Plant completed; Student Army Training Corps established
- 1921—College of Liberal Arts accredited by Middle States Association
- 1922—College of Liberal Arts accredited by Association of American Universities
- 1923—Allen Laboratory erected
- 1924—Heins Memorial Grandstand erected
- 1925—Campus gateway erected; athletic field house erected
- 1927—Clawson Infirmary established
- 1928—Extensive additions to campus area making a total of 100 acres; Alumni Hall remodeled; Track and Field House completed (used as the gymnasium)
- 1929—Babcock Hall burned
- 1930—Susan Howell Social Hall erected
- 1931—Bartlett Memorial Dormitory erected
- 1932—Main building of the New York State College of Ceramics erected; The Brick burned; School of Ceramics changed to College of Ceramics
- 1933—Retirement of President Boothe C. Davis; The Brick reconstructed
- 1934—Hall of Physics erected
- 1935—25,000 Norway spruce and red pine seedlings planted on unused campus land
- 1936—Centennial celebrated; Ceramic Experiment Station established

PLANS AND ACKNOWLEDGMENTS

As the time drew near for celebrating the completion of Alfred University's first century of educational service plans were made for that event. At its annual meeting held at Alfred, New York, June 11, 1934, the Board of Trustees authorized "a Centennial Celebration to be held Commencement Week in the year 1936; . . ." A committee was appointed to report definite plans. At the June meeting in 1935 celebration plans reported included a pageant, historical and other exhibits, an outstanding commencement day program, an alumni session dealing with prospects and retrospects, an evening musical program perhaps "furnished by a reunion of the glee club members" of the preceding twenty-five years, a centennial historical volume, and a gay round of teas, dinners, reunions, and receptions by classes, sororities, fraternities, and the University. This general program was approved and an appropriation voted as an expense budget. A complete roster of committees was gradually evolved and the actual work of preparation went vigorously forward during the centennial year.

The celebration really opened with the one hundredth Founders' Day Convocation at the weekly assembly held December 5, 1935. Included in that program were greetings from the State Education Department, presented by Irwin A. Conroe, Associate in Higher Education, substituting for Commissioner Frank P. Graves, who was detained by snow and icy roads; and the Founders' Day address by Dr. Frank E. Gannett of the Gannett newspapers. Frequent reference was made to the fact that on that very day, historically speaking, Alfred was beginning its one hundredth year.

During the winter and spring projects going to make up the great celebration took form at the hands of the planning committee, and were assigned to special committees for execution. General headquarters, alumni registration and information office, and robing and lounging rooms were established in the Green Block. The campus was trimmed to its best form for the occasion. A platform for speakers and guests and extensive seating facilities were provided in the pine grove northwest of Alumni Hall for the outdoor exercises of the Centennial Convocation and Commencement Day. A log and stump in

front of The Brick formed the primitive, rustic stage setting for the pageant.

Invitations were sent to many colleges, universities and societies, as well as to individuals. Probably over three thousand people attended all or some part of the week's festivities. Many motored in for the day, returning to their homes at night. The Brick, Bartlett Dormitory, and homes in the village housed guests from greater distances. The alumni dinner and luncheons for special guests and for the general public were served in the Gymnasium.

The Pageant Committee had been busy since Thanksgiving time. Extensive exhibits were assembled, including the historical exhibit in the Carnegie Library, the miniature campuses in Kenyon Hall, and more specialized exhibits in the College of Ceramics, the School of Agriculture, the Steinheim, The Brick, and the Gothic. Plans also included a brief sports program.

Special committees provided souvenirs, badges, markers, pamphlets and programs, and a special postal cachet for interested cover collectors. Among these were clay reproductions of the University seal, and statuettes of King Alfred, both evolved in the College of Ceramics; centennial stickers, building and exhibit markers, programs and posters, and guide signs. Village and University people vied with each other in making and wearing costumes in the styles of the earlier day. Some men grew beards and sideburns in imitation of the fathers.

Centennial publications included *The Centennial Pageant*; the combined programs; a leaflet entitled "Alfred University in its Centennial Year"; and a special number of the *Fiat Lux*. Dr. Edwin H. Lewis' *Allen of Alfred*, a book written previously, might well be considered a centennial publication.

Thanks to the International Business Machines Corporation whose president, Dr. Thomas J. Watson, was a special centennial guest, moving sound pictures were taken and presented to the University. Fine colored moving pictures and some still pictures were taken under the direction of Dr. Gilbert W. Campbell.

Acknowledgments should name literally hundreds of people who by suggestions, contributions, or loans of documents, pictures, and other relics, and by thought and labor, made possible the success of the celebration. Trustees, administrative officers, faculty members, undergraduates, alumni, old students, office and campus helpers,

townspeople and friends far and near eagerly cooperated in preparing and carrying out the centennial plans.

Special thanks all will agree must be awarded to Miss Elsie Binns, the writer of the Centennial Pageant script; to Miss Mary K. Rogers, who directed the staging of the pageant; to Professor Ada B. Seidlin, Mrs. Ramon F. Reynolds, and Miss Rose Becker who so ably directed the pageant music; to Dr. Samuel R. Scholes who wrote the Centennial Hymn, and with the aid of Miss Erma B. Hewitt fashioned the jewel of King Alfred used in the pageant, and to Mr. Fred Palmer for the efficient handling of the amplifying system.

In the following pages will be found a full account of those five eventful days. It is hoped that this account will prove useful and interesting to those who participated in, and to those who witnessed the events, to their contemporaries, and to future generations of students, officers, teachers, alumni, and friends of Alfred University.

J. NELSON NORWOOD

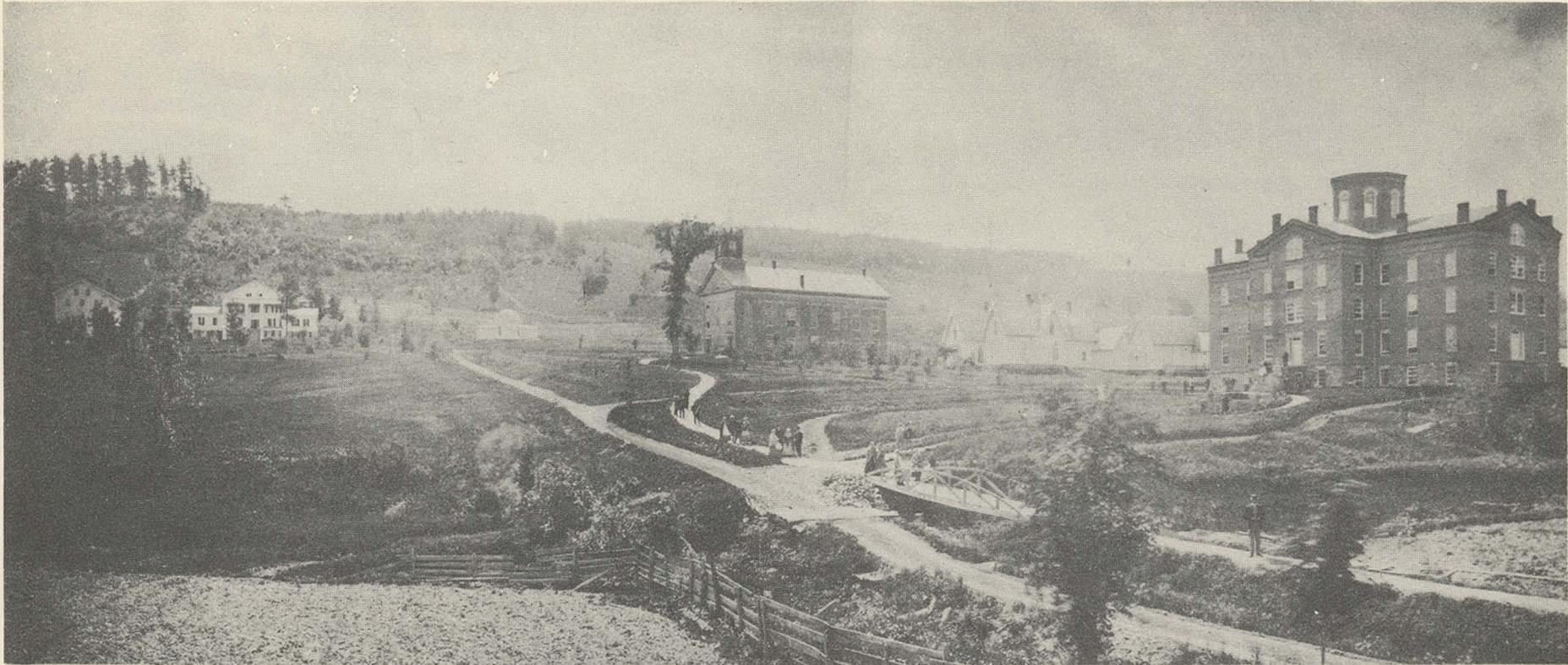
A BIRD'S EYE VIEW OF A CENTURY

The obvious Alfred of 1936 consists of campus, buildings, laboratories, libraries, equipment, faculty, and students. These can be seen. But what its inner spirit and ideals are can be learned only by living with them. How Alfred University came to be can in outline easily be told. And perhaps a recounting of its story may aid in getting an appreciation of its inner life.

Several forces conspired to bring an institution of higher learning into this secluded valley of the Kanakadea. There had been a singing school; the district school was taught by an unusual man; the people were unusual people, interested beyond the average in things of the spirit. These forces focused in a young man, Amos W. Coon, who thirsted for more education. He, with neighbor backing, got Bethuel C. Church, a man of education and maturity, to come to Alfred and open a select school. Young Coon helped to lath and plaster an upper room in one of the houses in town owned by Luke Green and occupied by Orson Sheldon. Here Coon with some thirty other pupils met with Mr. Church, December 5, 1836, and began that term of school which proved to be the seed of Alfred University.

After that winter term, Church left for new fields of labor. James R. Irish, of Union College, Schenectady, New York, succeeded him, teaching the school for two years (1837-1839). Mr. Irish, elected to the pastorate of the local church, turned the lusty infant over to William C. Kenyon, another Union College man. Many call him the real founder of Alfred University. He was of medium height, wiry, alert, quick in body and mind, a veritable human dynamo. His dominance of the situation, his tireless energy, his zeal for the school won him the popular title, "Boss" Kenyon.

In 1837 a building called the "Cadmus" was erected west of the present site of the village church. This was to house the Select School, already beginning to be called the Academy; and a singing school. The Cadmus was soon enlarged, but Boss Kenyon and his associates entertained still bigger ideas. The State conferred an academic charter (1843). Land was begged or bought on the lower slope of Pine Hill east of the village and in 1846 three good-sized buildings, North, Middle, and South Halls, were erected costing \$16,000. Ten



North Hall.

Middle Hall.

Observatory.

Chapel.

Ladies Hall.

ALFRED UNIVERSITY.

Photographed by C. E. Myers, Hornellsville, N. Y.

Published and Sold by Silas C. Burdick, Bookseller.

c. 1868

thousand dollars of this amount were borrowed from Mr. Samuel S. White of Whitesville, New York.

The school grew in students, staff, and academic efficiency. A spirit of hard work, seriousness of purpose, and straight-laced morality pervaded it. Difficulties also arose. To better distribute the burdens and responsibilities of leadership, Principal Kenyon persuaded his six associates: Darwin E. Maxson, Jonathan Allen, Daniel D. Pickett, James Marvin, Ira Sayles, and Darius R. Ford, to join in a compact (1849) by which for five years each would take an equal share in directing the school's affairs for a minimum of \$400 per year each. This plan worked only moderately well. Strong men with strong convictions cannot always work smoothly together. Differences arose, some of which were religious, and several of the partners left. But Kenyon labored on. In 1852 the Chapel (now Alumni Hall) was built. In 1857 the State issued for Alfred Academy a university charter, although a college charter had been requested. In April of that year a college organization was perfected and Principal Kenyon became President Kenyon.

The sacrificial spirit of those days is illustrated by a story told of a couple of loyal supporters who lived some distance west of the village. One cold February day this man and his good wife were driving to the Center and as they topped the Five Corners hill they saw that South Hall was in flames. "There," exclaimed the wife, "I see where I'll have to wear my old dress another year." Next year (1859) The Brick, so named from being the first brick building on the campus, was erected.

Meantime Boss Kenyon's energy and nervous tension were wearing out his body. By 1866 he was unable to continue his work. He traveled here and abroad hoping for restored health, but to no purpose. He died in London, England, June 7, 1867. During his illness Jonathan Allen, a thirteen-year-old pupil in that first select school, but now the leading member of the University faculty, had been Acting President. All eyes turned to him as the logical successor to his departed chief. Reluctantly he accepted and for a quarter of a century, until his death in 1892, dominated the life of the University and the local and larger community. A giant in body and mind, President Allen in his later years with his long gray beard, looked the personification of one of the patriarchs. Under his leadership the school prospered, the student body grew, courses and staff increased.

The Steinheim (1879) built first as private property of the Allens was later with its contents partly bought by and partly donated to the University (1897). Through the interest of President Allen and Professor Ethan P. Larkin much emphasis was placed in this period on the natural sciences. Kenyon Memorial Hall and Steinheim were both built in part in answer to a demand for more space in which to house specimens industriously collected by these men, their students and friends. Professor Larkin extended his searches into South America.

On the death of President Allen, Professor Alpheus B. Kenyon was Acting President for nearly a year. In 1893 Dr. Arthur E. Main was elected President, holding the office until 1895. In that year the long and brilliant leadership of President Boothe C. Davis began. With great skill and infinite patience this young executive began collecting funds, building up a faculty, attracting students, liberalizing social regulations, welcoming more generally those of varying religious views and practices, erecting buildings, and adding courses and schools. Came Ceramics; a reorganized seminary (housed in the Gothic acquired in 1876); and Agriculture. The Ceramic and Agricultural Schools were founded and are supported by the State. The campus was greatly expanded, buildings sprang up everywhere: Babcock Hall of Physics, the Ceramic School building, Kanakadea Hall acquired from the school district, Agricultural Hall, Carnegie Library, Central Heating Plant, Laboratory Hall, Track and Field House, Susan Howell Social Hall, Bartlett Dormitory, and the new Ceramic College. The Brick gutted by fire in 1932 was renovated by June 1933 in time for the farewell alumni dinner to President Davis, who was retiring after thirty-eight years of service. These buildings meant something. They were symbolic of a deeper expression. They meant that Alfred University was being brought and kept abreast of the times. Every standardizing agency having jurisdiction had fully accredited it, including the Association of American Universities.

Doctor Davis was succeeded by one of his former students, Dr. Paul E. Titsworth, for ten years previously president of Washington College, Chestertown, Maryland. Unfortunately, this promising leader was cut off in his prime before he had been in office many weeks (December, 1933). Dr. J. Nelson Norwood was elected his successor and took up the work of those who had gone before.

Schedule of Events

Saturday, June 6

- | | | |
|------------|------------------|------------------------------------------------------------|
| 6:30 P. M. | <i>Gymnasium</i> | Informal gathering of alumni and friends of the University |
| 7:00 P. M. | <i>Gymnasium</i> | Alumni banquet and annual meeting |

Sunday, June 7

- | | | |
|-------------|--------------------|-------------------------------------------------|
| 11:00 A. M. | <i>The Church</i> | Annual Sermon before the Christian Associations |
| 3:00 P. M. | <i>The Church</i> | Organ Recital |
| 4:00 P. M. | <i>The Campus</i> | Band Concert |
| 7:40 P. M. | <i>The Library</i> | Assembling of the academic procession |
| 8:00 P. M. | <i>The Church</i> | Baccalaureate address |

Monday, June 8

- | | | |
|-------------|--------------------|-----------------------------------------|
| 8:00 A. M. | | Class and group breakfasts and reunions |
| 11:00 A. M. | <i>The Campus</i> | Class Day exercises |
| 2:00 P. M. | <i>Alumni Hall</i> | Alumni Association public session |
| 4:00 P. M. | | Sports |
| 8:00 P. M. | <i>Alumni Hall</i> | Piano Recital |

Tuesday, June 9

- | | | |
|-------------|--------------------|-----------------------------------------|
| 10:00 A. M. | <i>The Library</i> | Annual Meeting of the Board of Trustees |
| 10:40 A. M. | | Assembling of the academic procession |
| 11:00 A. M. | <i>The Campus</i> | Centennial Convocation |
| 1:00 P. M. | <i>Gymnasium</i> | Luncheon for special guests |
| 4:00 P. M. | <i>The Campus</i> | Centennial Pageant |
| 8:00 P. M. | <i>Alumni Hall</i> | Concert by reunion of glee clubs |

Wednesday, June 10

- | | | |
|-------------|--------------------|--------------------------------------------|
| 9:00 A. M. | <i>The Library</i> | Adjourned Meeting of the Board of Trustees |
| 10:10 A. M. | <i>The Library</i> | Assembling of the academic procession |
| 10:30 A. M. | <i>The Campus</i> | Commencement Exercises |
| 1:00 P. M. | <i>Gymnasium</i> | Commencement Luncheon |
| 2:00 P. M. | <i>The Library</i> | Adjourned Meeting of the Board of Trustees |
| 4:30 P. M. | <i>Social Hall</i> | President's Reception |

Saturday, June Sixth

Evening

ALUMNI ASSOCIATION FIFTIETH ANNUAL REUNION AND DINNER

Over four hundred persons attended the fiftieth annual Alumni Association reunion and dinner as the celebration of Alfred's one hundredth anniversary opened on Saturday, the sixth of June. All through the afternoon, and even earlier, alumni had poured into the village. The June sunshine was intensified by their happy smiles and exclamatory greetings as they congregated about the headquarters in the Green Block, espied old friends, scanned lists of guests for names of classmates, registered, and bought their dinner tickets, and chatted happily in colorful groups. Reminiscently, alumni wandered over the campus which was dressed in its summer and festal best. They sat in on an informal hearing and business meeting of the Association as plans for reorganizing and improving the organization were discussed, until a slowly westering sun turned their thoughts to dressing for the great dinner gathering at the Gymnasium.

A pleasant feature of the dinner was the serving of a huge birthday cake decorated with one hundred candles, fifty of one color and fifty of another, to symbolize the two anniversaries. The cake was cut by President-Emeritus Boothe C. Davis. Mr. Ernest H. Perkins, president of the Association, presided as toastmaster. Responses were presented by representatives of those classes whose numerals end in five or zero from 1886, the semi-centennial class, to 1935. Some of these remarks were serious; some humorous; some were couched in prose, some in verse. The address of the evening was delivered by President J. Nelson Norwood, and entitled "This Alfred of Ours."

In the formal business session after the dinner officers were elected and the new officers authorized to proceed with the reorganization of the Association along the lines recommended by the president of the Association. After the program the alumni and friends enjoyed visiting and dancing throughout the evening.

Sunday, June Seventh

Morning

FORTY-FOURTH ANNUAL SERMON BEFORE CHRISTIAN ASSOCIATIONS

THE REVEREND JAMES CURRIE McLEOD, B.S., B.D.

University Chaplain and Pastor of the University Church

Eleven o'clock, at the Church

Elizabeth J. Crandall, President of the Y.W.C.A.

Benjamin M. Racusin, President of the A.U.C.A.

ORGAN PRELUDE— <i>Ave Maria</i>	Schubert
PROCESSIONAL HYMN— <i>God of Our Fathers</i>	Warren
CALL TO WORSHIP	
INVOCATION	
CHORAL INTROIT— <i>The Lord Is In His Holy Temple</i>	Anon
SCRIPTURE LESSON—Matthew 22:1-14	
ANTHEM— <i>The Eternal God Is Thy Refuge</i>	West
PRAYER	
CHORAL RESPONSE— <i>Sevenfold Amen</i>	Stainer
OFFERTORY	
OFFERTORY ANTHEM— <i>Great Is Thy Love</i>	Bohm
Violin Obligato—Rose Becker	
PRAYER OF DEDICATION	
CHORAL RESPONSE— <i>All Things Come of Thee, O Lord</i>	Beethoven
HYMN— <i>Blessed Saviour, Thee I Love</i>	Anon
SERMON— <i>A Religion of Healthy Mindedness</i>	
RECESSIONAL HYMN— <i>On Our Way Rejoicing</i>	Smith
BENEDICTION AND CHORAL AMEN	
ORGAN POSTLUDE	Kroeger

THE MINISTRY OF MUSIC

Mrs. Ramon F. Reynolds, Directress

Mrs. Ada Becker Seidlin, Organist

The University Church Choir

SUNDAY, JUNE SEVENTH

Afternoon

ALFREDIANA ORGAN RECITAL

Alfred Melodies Old and New

RAY WINTHROP WINGATE

Three o'clock, at the Church

<i>'Twas a Hundred Years ago, That an Ox Team Moving Slow</i>	F. S. Place
<i>Where The Hills of Allegany—Old Alma Mater</i>	
<i>King Alfred</i>	La F. Merriman
<i>Alfred's Our College</i>	
<i>Alfred Men are All Victorious</i>	
<i>By the Old Steinheim</i>	
<i>Song of the Bell</i>	L. C. Randolph
<i>Alma Mater</i>	L. C. Randolph
<i>Victory Song</i>	
<i>Alfred, Old Alfred</i>	
<i>On Saxon Warriors</i>	

UNIVERSITY BAND CONCERT

RAY WINTHROP WINGATE, Director

Four o'clock

MARCH— <i>Semper Fidelis</i>	Sousa
<i>In a Persian Market</i>	Ketelbey
<i>Commodore Polka</i>	Chambers
Trumpet Solo—Luther Crichlow	
OVERTURE— <i>Frolic of the Nymphs</i>	Meyers
<i>Sweet Bunch of Daisies</i>	Owen

INTERMISSION

MARCH— <i>King Cotton</i>	Sousa
OVERTURE— <i>Poet and Peasant</i>	Von Suppe
<i>Merriment Polka</i>	Barnard
Clarinet Quartet—Clair L. E. Lewis, Allan C. Francisco Alfred W. Smith, Ralph D. Hand	
<i>Marche Militaire</i>	Schubert
<i>Stars and Stripes Forever</i>	Sousa
<i>Star Spangled Banner</i>	

Evening

BACCALAUREATE

Eight o'clock, at the Church

PRELUDE-PROCESSIONAL—*Lux Fuit, et Fiat Lux* Smart
Centennial Hymn by S. R. Scholes

INVOCATION

Chaplain James C. McLeod

HYMN OF PRAISE—*Faith of Our Fathers* Hemy-Walton

QUARTET—*Steal Away to Jesus* Spiritual

Francis M. Ruggles, Weston B. Drake
Edwin L. Brewster, Robert K. Howe

SCRIPTURE LESSON—Acts 21:37–22:19

DUET—*I Heard the Voice of Jesus Say* Rathbun
Dorothy L. Saunders, Robert K. Howe

CALL TO PRAYER—*The Lord Is In His Holy Temple*

PRAYER

Chaplain James C. McLeod

CHORAL RESPONSE—*The Fourfold Amen* Stainer

ANTHEM—*Holy Art Thou* Handel

Solo—Virginia Bond Spicer

Quartet—Nellie M. Bond, Dorothy L. Saunders
Eugene D. Van Horn, Robert K. Howe

ADDRESS—*Our Heritage*

Text—Isaiah 51:1 "...look unto the rock whence ye are hewn...."

HYMN—*Not Alone for Mighty Empire* Haydn

BENEDICTION

RECESSIONAL-POSTLUDE—PSALM-CHORAL, 150 Bach

THE MINISTRY OF MUSIC

Ray Winthrop Wingate, Organist and Choir Director

Leona Place Jones, Accompanist

SUNDAY, JUNE SEVENTH

BACCALAUREATE ADDRESS

Dr. J. Nelson Norwood, President of the University

"OUR HERITAGE"

The first and second verses of this fifty-first chapter of Isaiah in their entirety read as follows: "Hearken unto me ye that follow after righteousness, ye that seek the Lord; look unto the rock whence ye are hewn, and to the hole of the pit whence ye are digged."

"Look unto Abraham your father, and unto Sarah that bare you: for I called him alone, and blessed him, and increased him."

It is quite evident from these verses and their context that Jehovah speaking through the prophetic lips of Isaiah is offering words of encouragement to his people. Jehovah is exemplifying a very familiar and potent way of stimulating folks to richer living and loftier achievement. He is reminding them of their noble origin, their glorious history. Such an origin and such a history not only stimulate courage, they imply a responsibility, an obligation. They offer something to live up to, yes, more, in the light of our modern preoccupation with the idea of progress, they challenge us with something to surpass.

Speaking on a similar baccalaureate occasion fifty years ago this month the venerable President Allen said, "Within this quiet valley, shut in by these circling hills, seated on their rocky thrones, as perpetual guards against the noise and strife of the driving world, we gather to inaugurate the golden anniversary of our Alma Mater, who has cherished us, in successive generations, as for the last fifty years we have gathered around her hearthstone. Her good genius presides over the occasion and by the aid of memory and association, lifts the trivial and the common into dignity and importance, casting over all a glory otherwise unseen, thus awakening teeming emotions and stirring inspirations. It is an epoch at which we instinctively pause, and reverently brush away the gathering dust and growing moss from the fast-fading records of other days, that we may read and interpret their teachings."

At another point in the same sermon he continues: "This Institution, growing, during a half hundred years, from a private school, through the academic period, up to its present stature, has ever sought to be both a receiver and a dispenser of light; sought to be a leader in

the great reforms of the age, to be in the van of human progress; sought to make, not simply scholars, but scholars characterized in Christian manhood and womanhood, prepared for brave living, and good work in the world. Though often, with flickering light, groping, slipping, in the rough, obscure, and untried paths, though often falling short, in many ways, of the high ideal we have sketched, yet she is prepared for a healthier, stronger growth, better work, with happier results, in the fifty years to come, so that those who shall gather to celebrate her centennial birthday will have more abundant reasons for rejoicing than we."

That was in 1886; this is 1936. We are now celebrating that centennial. Both halves of the past century are now our heritage. The elder Kenyon (William C.), Allen, Marvin, Ford, Larkin, the younger Kenyon (Alpheus B.), Main, Davis, Binns, Titsworth, with all those who labored under and with them as builders of the old and newer Alfred, were the architects of that heritage, were the creators of that rock from which we are hewn. Nay, more: in a spiritual sense they themselves are in truth the rock from which we are hewn.

* * *

Among the founders and fosterers of Alfred University were some very deeply marked traits. They believed in toil; they were hard, gruelling toilers at the self-appointed task of knowing, understanding, and teaching the subject matter of the curriculum. Shirking and slipshod work they tolerated neither in themselves nor in their students. They toiled for the skill and power to apply this knowledge and insight when attained. They emphasized self-help, self-respect, and disciplined self-control. They demanded of themselves and their wards almost severely high standards of personal morality. They evidenced profound respect and reverence for the human personality. They were convinced that the richest and fullest life can be attained only by the conscious, direct, personal attachment of the soul to God. Religion was to them as the very breath of life. These standards, these ideals, these characteristics, are our heritage. Our forbears embodied and lived them to an astonishing degree. One is almost driven to exclaim: "There were giants in those days!" They were the quarry from the rock of which we are hewn.

Such being the quarry and such being the quality of its rock, what does that imply about us who have been hewn therefrom? Is this

SUNDAY, JUNE SEVENTH

heritage more than a form of words to us? Personally, as I read the words of our local pioneers I am amazed at their contemporaneousness. Perhaps, I would not phrase my thoughts and emotions exactly as did President Kenyon or President Allen, though here the differences are not so great as one might expect. No, but their outlook on life, their fundamental aims, their controlling ideals, their spirit appeal to me. I find an answering echo to them in my own soul. This shows how fully and yet unconsciously I have been formed by this heritage; how loudly I proclaim, to myself at least, if not to you, the rock from which I was hewn.

How about it, graduates and old students of other years? How about it, seniors of 1936, as you contemplate this rock, this hundred-year-old quarry? Do you see in yourselves any similarity of coloring; any striation, any stratification, any texture showing that from it you were hewn? Have you caught a bit of that thirst for knowledge, that joy in growing skill, that love of truth, that power of insight, that reverence for personality, that urge to foster in yourselves a higher quality of soul, that longing to link your spirit to God—the Power in the Universe not yourselves which makes for righteousness—these objects and strivings which so lighted and delighted those pioneers? Have they intrigued you . . .

When the autumn days were on,
And a brilliant crimson shone
Where the Alfred hillside glory met the sky,
Voices whispered in the breeze
While I (you) sat beneath the trees
And communed with master minds of days gone by?*

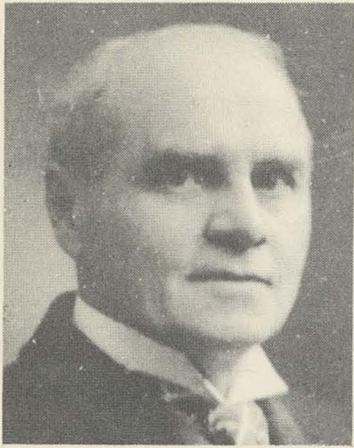
If not, we are disappointed. But I know you have caught these visions and these insights.

Such being the quarry, such the rock, and such the quality of the pieces hewn therefrom, what should become of the pieces? Good rock should not, figuratively speaking, simply remain near the quarry lost in its own self-admiration. No, it should be used. Buildings should arise. President Allen remarked: "Culture not for the sake of doing, but simply for the sake of being, is refined selfishness." We cannot be satisfied just to congratulate ourselves on our good fortune, as successors of the pioneers. Silly pride might well be the only result. We must set these fine qualities to work. Our sense of a glorious heritage

* *Song of the Bell* by L. C. Randolph.



Signers of the Compact of 1849



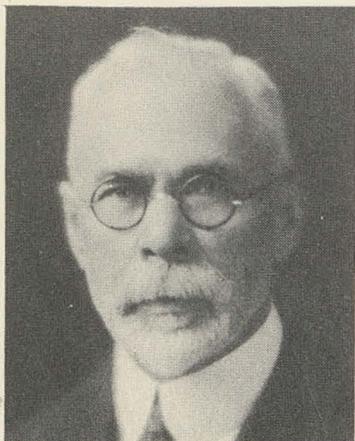
Alpheus B. Kenyon



Arthur E. Main



Boothe C. Davis



Charles F. Binns



Paul E. Titsworth



J. Nelson Norwood

obligates us to be worthy of it, to conserve, extend and enlarge its influence through our life and work. The best inheritance from the past must be made to impinge on the present and the future. The hewn rock must be built into the fabric of our civilization. We must build.

* * *

You seniors have a variety of talents. Some of you may feel that you are just fair, ordinary building stone; some of you may be the solid granite needed in the walls of a palace; some of you are the polished marble coveted as adornment for the holy of holies of the temple. You will all be building something. Build with vision. You will build homes; may they reflect the beauty and charm of the best homes that ever were here, may they radiate the best in the life of Alma Mater. You will build professions; may they be practiced in harmony with the highest standards you know or can learn. You will build businesses; may they put "service above self"; may they embody the principle that "he profits most who serves best"; may they conform to the high standards of Him who exclaimed: "Ye cannot serve God and Mammon."

You may build a new and better social order. Pray that it shall provide for a more complete fulfillment of personality than does the old one, and may the manner of its coming be in accord with the spirit of the Prince of Peace. You may build shrines, cathedrals—private ones, public ones; may they serve equally the poor and the lowly, the rich and those in high places; may they promote peace and good-will on earth as their tall spires remind all of the God who rules and overrules.

There is unlimited practical work to be done. To quote President Allen's semi-centennial sermon again:

"The world is in perishing need of such as receive the behests of truth as higher than happiness, more sacred than life and though held and treated as fanatics, innovators, heretics, by their own age, future ages will rise up as one man to do them honor."

"Go forth, then," he concluded, to the graduating class of fifty years ago, "and, guided by lofty aims, ever labor to uphold, strengthen, and advance all noble interests. Cultivate a love of manly [and womanly] excellence and moral greatness. When to these are added influences and motives springing from divine sources, the highest powers of the mind will be awakened, its chords vibrate in unison with

SUNDAY, JUNE SEVENTH

all spiritual laws, and a steady purpose will be given to life, controlling and guiding amid all activities Through long and dark and bloody ages, when right and wrong have occupied the thrones of the world, the light of truth has been gaining sway. God, through august tragedies has been leading humanity ever onward and upward. Go as co-laborers with him, in enlightening, educating, and evangelizing the world."

Come, "look unto the rock whence ye are hewn. . . ." Go, build in a way worthy of your rich inheritance.

Monday, June Eighth

Morning

CLASS REUNIONS AND CLASS DAY

Early on Monday came a number of class and group reunions in the form of breakfast meetings and otherwise. One notable group was that made up of a number of those in attendance at Alfred University at or near the date of the semi-centennial celebration in 1886. On this morning or at other times during the Commencement period seventeen classes from 1886 to 1935 held some kind of a reunion. A few of these classes elected new officers and planned for further activities.

Alumni and former students to the number of nearly one thousand visited their Alma Mater sometime during the week. Many came at the beginning and stayed to the end. They represented many states from the Atlantic to the Pacific and from the Lakes to the Gulf. How gladly, too, the University welcomed back so many of those who had in years past studied in its halls!

The annual Class Day exercises took place in Alumni Hall in the forenoon. Features of the program were the presentation of the gift of the Class of 1936 to the University. The gift was a contribution of three thousand dollars, a part of which was designated for the carillon to be given by the alumni as a memorial to President-Emeritus and Mrs. Boothe Colwell Davis. The centennial class planted two oak trees, one near the ancient elm just northwest of Alumni Hall, and the other northeast of the campus gateway.

Afternoon

ALUMNI ASSOCIATION PUBLIC SESSION

Just one building, and one only, was appropriate for a place of meeting, the Old Chapel (Alumni Hall). Introductory music was furnished by the University Glee Club Quartet. Opening remarks appropriate to the occasion were made by Mr. Ernest H. Perkins, '17, president of the Association, who presided. Two important addresses followed.

MONDAY, JUNE EIGHTH

“WHAT ALFRED HAS MEANT TO ME”

Excerpts from an address by Dr. John A. Lapp, '06

Doctor Lapp, honorary trustee of Alfred and member of the United States Petroleum Labor Policy Board, has long been an important figure in public life. He has been director of the Bureau of Legislative Information of the Indiana State Legislature, Investigations Director of the Ohio Health and Old Age Insurance Commission, and a member of the Federal Commission on Vocational Education. He has held several positions of rank in the boards of the Catholic Church, and was for four years head of the Department of Social Science of Marquette University. He is the author of many books and articles on civic problems.

Mr. Chairman, Friends of Alfred, my Friends: When I accepted the invitation to speak here today it was my first thought to write an address. The occasion seemed to require a written statement. But, upon some brief reflection, my mind was changed. How would an address, prepared in a far away city, compare with one spoken from the heart in these surroundings? The hills, the trees, college buildings, the assembled friends of Alfred—all, I felt assured, had tongues to speak through me on the significance of Alfred in my life. So I am here today to speak my deepest sentiments with little premeditation.

First of all, let me say that I was not educated at Alfred. No one was ever educated here. No one was ever educated at Harvard, Princeton, Yale, or Mount Holyoke. What we learned in detail here we largely forgot. It was just as well that we did, for most of what we learned thirty years ago is now obsolete. Chemistry and physics in their fundamentals are quite completely changed. Psychology of that time would be unrecognizable today. Theories of education current then have been greatly altered. In my own fields of economics and politics great changes of thought have occurred. . . .

* * *

The faculty members at Alfred in my day were great teachers and they considered their job to be to teach, to lead, to inspire. I fear the modern Ph.D's. have just about spoiled the teaching art. The professors of my time were scholars in the broad sense of that term. They may not have done extensive researches—perhaps they were better teachers for that. They bore themselves as teachers. Their very presence lent dignity. It was worth being in college four years to

know these men or even to see them walk across the campus or appear in the college halls. I had little or no work with Professors Tomlinson, Kenyon, Crandall, Main, and President Davis, but the impression these men made upon me was a very large part of my permanent education. From Professors Bates, Fairfield, and Clark I received academic substance and working methods—but far more the kind of inspiration which stirred the imagination and urged one to find the way beyond where they left us.

All of these men seem, as I look back, to have been scholars, teachers, leaders, inspirers: Mark Hopkinses on one end of a log with a student on the other. They had a mission to teach. They imbued students with ideals of success outside of mere money making. They were men of moral force. They were “firm in the right” as God gave them “to see the right.” They taught service to the community above the selfishness of the market place.

College was decidedly a new experience for one as backward and slow and handicapped as I was in 1902, when I entered Alfred. To Alfred I owe the start of my career. Alfred was particularly suited to develop such latent talent as I had. I doubt very much if a large college, with its standardized manufacturing processes, could have done for me a fraction of what was done by the great teachers and the environment of Alfred. Not the least of the influences was the example of heroism on the part of many of my companions who, in order to get an education, were making sacrifices equal to any in history.

The best I can say for Alfred is this: that looking back from the vantage point of a rather widespread experience in all parts of the nation, over a period of thirty years, I now say that I would want my college education to be exactly what it was. If I had it all to do over again I would want to do exactly as I did.

“THE CHALLENGE OF THE CENTURY”

Excerpts from an address by Dr. M. Ellis Drake, '25, Dean of Men

I am coming before you today in a dual role, that of an alumnus and of a member of the faculty and administration of Alfred University. I believe that I appreciate fully the point of view of both groups which I represent, the alumni and the staff, and it is in the light of this understanding that I speak this afternoon.

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While we recognize the fact that Alfred is a fully accredited college and that physically and educationally our University has much of which we may be proud, there are at the same time some serious problems which must be faced in the near future and to which we must give our sober consideration. Many of our problems are University problems, but I am concerned at this time principally with the situation in the Liberal Arts College.

Without any doubt the most important problem of all is that of a well qualified and productive faculty. The soul of any college is its faculty and the quality of Alfred's alumni and Alfred's reputation in the educational world depends to a large extent upon the men and women who make up its instructional staff. In the first place we need a faculty representing a greater degree of graduate study although the Ph.D. degree or its equivalent is held by a larger number of our faculty members today than ever before. In addition our teachers must be men and women of vision and dynamic personality. More of our faculty members should be engaged in original investigation and research, although a good combination of research artist and inspiring teacher is rare. I am of the opinion that Alfred should place its principal emphasis upon the development of good teaching, but there is a close connection between research and effective teaching which cannot be overlooked. A faculty member who is interested in exploring the boundaries of his field is in little danger of getting into the proverbial rut and dying from dry rot. It is gratifying to note the work of several members of the Alfred faculty who have been carrying on worth while projects.

* * *

In the second place we must raise our scholastic standards. We must become more selective in the admission of our students. Alumni can do a real service by directing to the Liberal Arts College at Alfred, students who are well qualified.

The problem of raising our scholastic standards has been the principal concern of a university faculty committee and faculty and administrative officers generally for several years. Much has been accomplished. An attempt has been made in the past two years to give examinations which are more comprehensive in scope. We have abolished the exemptions from final examinations in June for seniors

and juniors of high rank to become effective next year. Under the direction of Dean Whitford a counseling system has been set up.

* * *

In the third place a revision of our liberal arts curriculum is needed.

Under the chairmanship of Dean Whitford a faculty committee is thoroughly studying this problem. Already partial reports have been made and some experiments initiated. This is a day of change and experimentation in the educational world and the Alfred University faculty is determined to keep Alfred abreast of the times. It may be said, however, that while the committee is progressive in its point of view it is also hesitant to adopt experiments which are radical and unproven. In general we feel that the curriculum should be liberalized to allow for more by way of individual attention. It is our belief that we should not attempt to fit the student into a prescribed course of study as in the past but rather that we should build the course to fit the individual needs of the student.

* * *

A very pressing problem is that of our athletic program. I am not attempting to discuss this situation this afternoon. You all know our needs. Let me assure you, however, that the members of our faculty feel our deficiencies at this point just as keenly as you do. It is not true that we take a special delight in "busting out" athletes. What is to be done about the future of athletics at Alfred must be left to wiser heads than mine. Let me just say this, however, and this is an expression of my own opinion, that if we are to have football as a major and intercollegiate sport at Alfred let's give it a chance or get out entirely.

But enough about our needs. Much of what Alfred is to become depends upon what is being taught in the classrooms. I do not mean the subject matter so much as the emphasis. Before concluding let me say a word about our aims and objectives.

In general it can be said that we are aiming primarily to train for an intelligent citizenship. Regardless of the profession or vocation which may be followed after college, the student must first of all take his place as a responsible member of the community. Our students must have a realization of the problems which confront us in our

MONDAY, JUNE EIGHTH

present-day society and of their own responsibility in helping to solve these problems. Above all they must develop a willingness to think and act in the interests of society and good government.

Further, Alfred is a Christian college. Like so many other colleges it was founded and fostered by our forefathers in the furtherance of Christian education, and we would not be worthy of our heritage if we lost sight of this fact. The faculty recognizes this and, while loyally devoted to the upholding of these principles and traditions, welcomes students of all sects and creeds.

Alfred has long been known as a college of opportunity. Many of our alumni can look back on undergraduate days with gratitude for the aid, financial and otherwise, which made a college education possible for them. Alfred must continue to provide opportunities for deserving students. It will be of interest to you to know that the average annual amount loaned to students during the past five years is over \$30,000. The total amount of student paper which is unpaid at the present time amounts to over \$90,000. In addition to notes which have been taken by the Treasurer, scholarship help during the past five years has amounted to \$10,000 annually.

* * *

Let me say in conclusion that we welcome and must have the criticism and suggestions of the alumni. Let me plead with you to make your criticisms constructive and loyal in nature. Let us realize that an adequate solution to our many problems can come only as a result of cooperation between the alumni, trustees, faculty, and students. Alfred University is a cooperative effort. We are all interested, and we must all work together. There are many problems which each one of us would like to see solved in a certain way. Many different solutions are proposed not one of which can be accepted with the assurance that it is the completely correct solution. Mistakes are inevitable. Matters of expediency must always be taken into account. When a certain course of action is followed by the administration and faculty which you do not approve but about which you do not have complete information, give us your confidence and the benefit of the doubt. Above everything else be hesitant to believe all that may ap-

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pear in the newspapers regarding our activities, for frequently these reports are distorted and incorrect, and wrong impressions are given.

* * *

Alfred has come far during the first century; Alfred will go far during the second. But what it is to become in the century just ahead depends upon us. If Alfred is to assume its rightful place as one of the finest small colleges in the land we must put our shoulders to the wheel and push with all our might. The future is a real challenge to the loyalty and courage of every one of us.

MONDAY, JUNE EIGHTH

Evening

PIANO RECITAL

Students of the Department of Music

ADA BECKER SEIDLIN

Professor of Pianoforte

Assisted by ROSE BECKER, Violinist

Eight o'clock, at Alumni Hall

- | | |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------|
| I. <i>Chorale</i>
<i>Andante</i>
Rachel Saunders, Ada Becker Seidlin | Bach
Chaminade |
| II. <i>Elegie</i>
<i>Valsante Arabesque</i>
Wilna Bond | Nollett
Levitski |
| III. <i>Scherzo</i>
Edith Phillips | Chopin |
| IV. <i>Lento</i>
<i>Impromptu</i>
Ahvagene Bond | Scott
Morris |
| V. <i>Nocturne</i>
<i>Waltz</i>
Rachel Saunders | Chopin |
| VI. <i>Lotus Land</i>
<i>Fantasia Impromptu</i>
Leona Hadba | Scott
Chopin |
| VII. <i>Alt Wien</i>
<i>The Little Windmills</i>
<i>Humoresque Negre</i>
Edith Phillips, Ada Becker Seidlin | Godowsky
Couperin
Grunn |
| VIII. <i>En Bateau</i>
<i>Minstrels</i>
Mary Elizabeth Bronson | Debussy |
| IX. <i>Romance</i>
<i>Tarantelle</i>
Rose Becker | Wieniawski |
| X. <i>Concerto</i> (1st movement)
Ada Becker Seidlin
Mildred Brasted, second piano | Grieg |

Tuesday, June Ninth

Morning

CENTENNIAL CONVOCATION

The long and colorful academic procession of officers, speakers, special guests, trustees, and seniors wound its way from the front of the library on Main Street up the south side of University Place to the steps of Kenyon Memorial Hall, thence toward Alumni Hall and west through the pines to the temporary platform south of the pines. Dr. Orra S. Rogers, president of the Board of Trustees, took the chair.

THE INVOCATION

Dr. Boothe C. Davis, President-Emeritus of the University

Oh God, Thou who ceaseth not and with whom a thousand years are as a day; Thou God of our Fathers we thank Thee for this day and the hundred years that have brought us to it. Thou hast graciously blessed the labors of Thy servants who have in faith and hope toiled and sacrificed to lay the foundations of this college. For the faith, the courage, and the vision with which Thou hast endowed them we thank Thee. We thank Thee for Thy guidance and blessing in all their labors and for the good measure of their successes. We give Thee this day our heartfelt praise and now we earnestly pray that Thou will continue to guide, guard, and keep with Thy gracious favor this University as it enters on the task and mastery of the new century. May its most precious inheritance from the past be preserved, cherished, and enlarged. May it prove an ever-going and more and more effective agency as the years go by for the spreading of light and sound learning and for the nourishment of life in religion, morals, and brotherhood. To this end we pray Thee let Thy wisdom rest upon the trustees, the president, faculty, students, alumni, and friends. Enlarge, we pray Thee, their powers and equipment for service with Thy ever-multiplying resources. Let Thy blessing be upon this centennial program and upon all who speak or who hear it. May this occasion and the memories of the past strengthen our hearts for these still larger tasks which lie ahead of us. We ask it all in the Name and Worthiness of Jesus Christ, Our Lord. Amen.

TUESDAY, JUNE NINTH

Morning

HISTORICAL REMARKS

Dr. J. Nelson Norwood, President of the University

One hundred years ago on the fifth day of next December, on Main Street in the upper room of a private house, was convened the first session of the first Select School with thirty-six or thirty-seven students and their teacher. That was the beginning of Alfred University. The school was taught by a man from central New York by the name of Bethuel C. Church. He taught it one term, that winter term. All were very much pleased with the success and the next winter they decided to have a little longer session. Meanwhile they had built a little building on the other side of the village, not far from the church, which was called the Cadmus by the classically minded people, but they were not all classically minded in those days. It was called the "Horned Bug" by the less classically minded students, particularly because it had a peculiar cupola.

The school began the second year in that building under James R. Irish, a student from Union College, Schenectady. He taught the school two years. Then came William C. Kenyon, another Union College student, who became principal of the Academy when chartered in 1843, and became the first president of the University when it was chartered as such in 1857. William C. Kenyon stayed in the harness until 1867 when he died. In a certain sense, then, William C. Kenyon was the dominant founder of the University.

About 1846 after having built an addition to the "Horned Bug," the leaders expanded beyond that, bought this campus and erected three buildings: North, Middle, and South Halls. One of those buildings is still on the campus, but it has been a sort of traveling affair. It was moved to the site of Kanakadea Hall, and about 1868 or 1869 was the public school building. In 1887 it was moved down the hill still farther and is the oldest building on the campus, Burdick Hall, ninety years old this year. The Brick came in 1860, so named because it was the first brick building in this neighborhood. Thus things went along until 1892 when President Allen, who took the reins in 1867, died. There was then an interval of an acting presidency and a brief presidency under Dr. Arthur E. Main. In 1895 President-

Emeritus Boothe Colwell Davis took charge. Through struggle, effort, anxiety, stress, strain, and worry, failure, and success, he built the institution we see around us today. For thirty-eight years he guided the destinies of Alfred University. Now, I shall not follow the details through. The expansion was along liberal arts lines, ceramic lines, agricultural lines, and so on. You will see more about that in the pageant this afternoon.

Just for your thinking, there is one other remark. If William C. Kenyon could come back here, or Bethuel Church, or James R. Irish, and look at this campus, he would say, "What a change!" Externally the institution has changed beyond all recognition; all our ways of doing things; all our ways of teaching, or notions about conventional morals and things of that kind have changed, but I think if he lived with us a little while, if any of those men lived with us a little while, they would agree that after all the spirit of Church, Irish, Kenyon, and Main, and the other Kenyon, and Davis, and the rest of them, still animates the body which has changed so much and which you see today as the external Alfred University.

GREETINGS FROM SOCIETIES AND INSTITUTIONS

Dr. Robert Morris Ogden

Dean of the College of Arts and Sciences, Cornell University

Mr. President, President-Emeritus, Members of the Board of Trustees, Faculty, Students, Alumni, and Friends of Alfred University:

I have the honor to extend greetings from the neighboring colleges and universities and from the societies here represented to Alfred University on the completion of one hundred years of educational service. The occasion is one which inevitably calls to mind inheritances, achievements of the past, and confident hopes of even greater things to come during the present century.

Much has happened in higher education both at home and abroad. Beginning at a period in our American history of culture when a higher education was gained mostly from a study of the classics we find in Alfred University today a college of liberal arts associating

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itself with the State College of Ceramics and a state school of agriculture. Such a history of a small beginning, on the restricted area of the humanities, leading out to a broad growth of the sciences, pure and applied, is paralleled in many another old college and institution, and the end of this growth is not yet apparent.

From the common routes of literacy and mastery of arts, of calculation and training of the hand as the servant of the head, there has come more vigor into the forefront of educational aims and purposes. Our students of today are impatient with any learning which does not bring with it a mastery of performance. Specifically, writing must be useful in carrying out their aims and purposes; arithmetic, geometry, and higher mathematics must demonstrate their utility as tools with which to gain a livelihood, and a deeper, truer understanding of both the world and affairs of man; history, physiology, and other sciences go their separate ways in search of truth which shall not only illumine the path of life but also give immediate aid to the wayfarer; vocational guidance looms large in our present day.

There is a tendency to make each vocational task specific and to set the program of training with a definite goal in view. We may not decry these specific aims of higher education. We must, instead, hold them wisely and faithfully before our students, but let us not forget two things: the first of which is that without the illumination of insight no craft is worthy, nor is it in the long run effective in securing the due rewards of vocational success; the second thing to bear in mind is that too close an adherence to practical ends and achievements individualizes the learner at the expense of all integration. In order at least to apply it effectively, one must know his way, but one must also be able to enjoy and improve his contacts with others. The record of Alfred University, now at the century milestone, is abounding with thoughts of worth while accomplishments in the past, and I hope for the future many students of this college intend to learn the art of living with a clear insight and with united feeling and effort for their fellows.

GREETINGS FROM OFFICIALS AND INDIVIDUALS

Dr. William T. Whitley of London, England, representing the Joseph Davis Trust, presented greetings from King Alfred's country to Alfred University. In his greetings from England Doctor Whitley delighted his audience with a brief account of the achievements of Alfred of England. King Alfred, after freeing his country from the Danes as hostile invaders and baptizing them into the Christian faith, turned his attention to the rebuilding of English civilization. He re-established education and religion. Doctor Whitley spoke in part as follows:

That was the work that Alfred inaugurated and so I say that if today Alfred University is celebrating its one hundred years, glance back over the thousand to Alfred. All that England has done to commemorate him is to put up a magnificent statue at his old capital. I do not know of a town named after him; the college that is built there is not named after him. There then remains but the traditions that he inherited and fostered which came over to this land. Those traditions have been implanted here, and here on this campus today you are declaring yourselves heirs to the work that was done by Alfred, the man who loved his enemies, the man who won them for Jesus Christ, the man who induced them to clinch their allegiance in the act of baptism, the man who believed in education, Christian education, to develop others. To those traditions you are heirs. May you carry them forward and enrich them a hundred, yes, for another thousand years.

From among the many letters and telegrams received congratulating Alfred University on the anniversary of its one hundred years of educational service, President Norwood read the letters from the United States Commissioner of Education, the Governor of New York, and the President of the United States.

From Hon. J. W. Studebaker, United States Commissioner of Education:

May I join with the multitude of friends of Alfred University in extending greetings on the celebration of its one hundredth year of service. The progress of the United States during those one hundred years has been truly phenomenal. Without doubt, the largest single element determining that progress has been the support which this country has given to higher education.

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Alfred University represents a happy combination of liberal education and technical education. It also represents how effectively the state and private benefactors may join in the support and control of an institution of higher education. Here is exemplified the singleness of purpose of public and private higher education.

I extend hearty congratulations to Alfred University, its boards of control, to its President, and the Faculty. I hope that its service may grow ever wider and deeper with the passing of its second century.

From Hon. Herbert H. Lehman, Governor of New York:

* * *

Under the circumstances, I am sure you will understand why it will not be possible for me to come to Alfred University during the Centennial Celebration June sixth to the tenth, much as I would enjoy doing so.

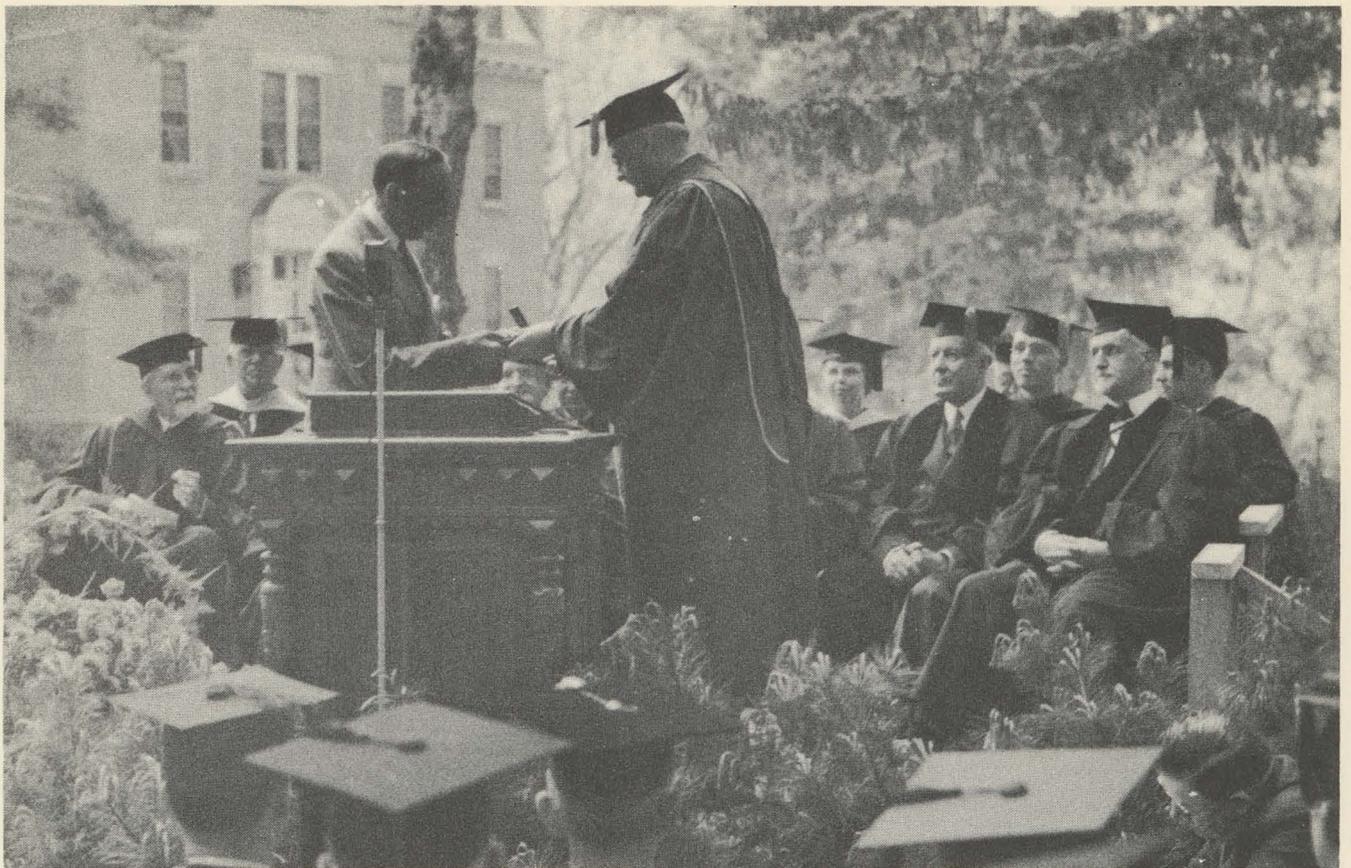
I can assure you I look backward with keen pleasure and satisfaction on my last visit to Alfred when I was so signally honored by the bestowal of a Doctor's degree which I prize very highly.

May I ask you to convey to the Faculty, Trustees, and students of the University my hearty greetings and my congratulations on the completion of Alfred University's century of fine service to the people of our country.

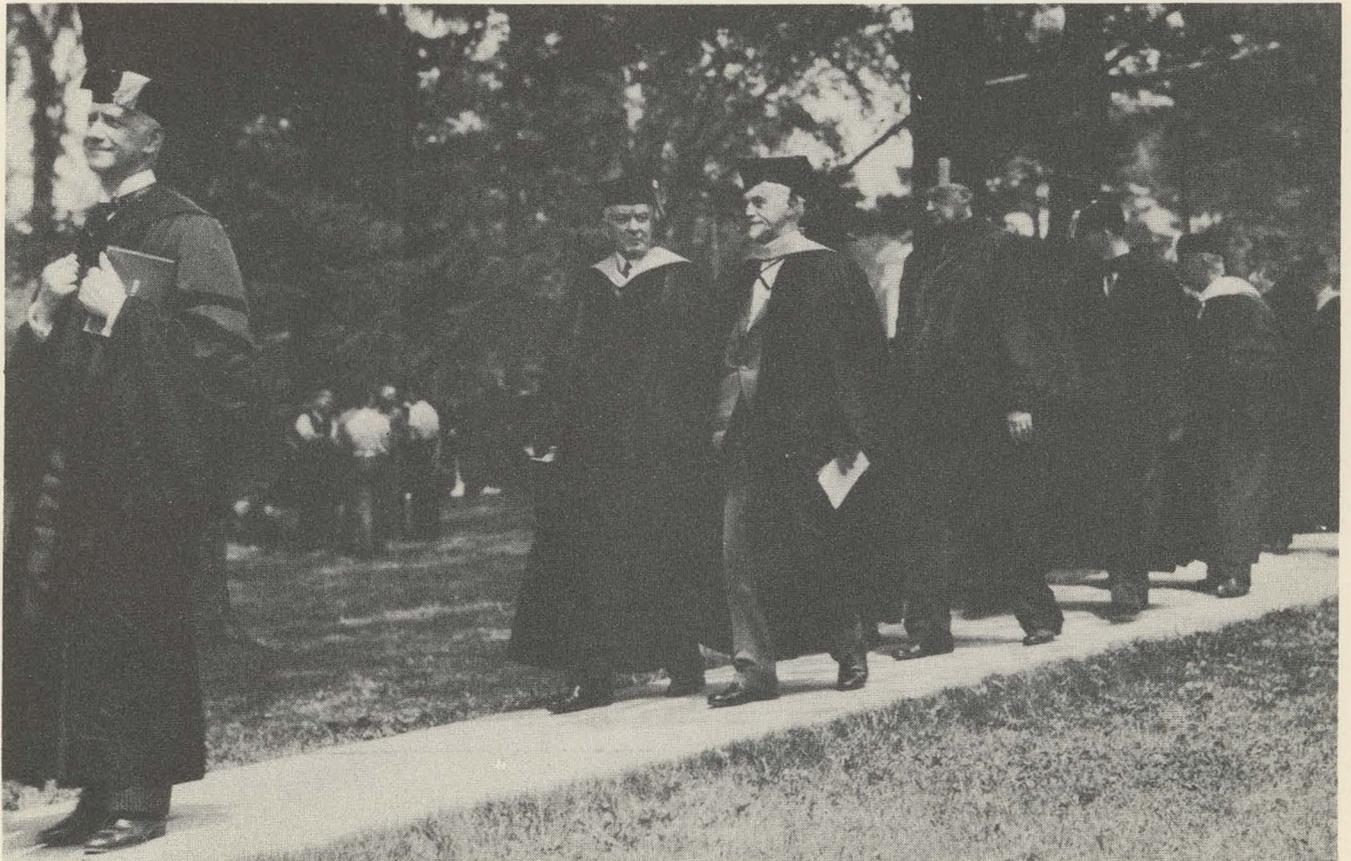
From Hon. Franklin D. Roosevelt, President of the United States:

Permit me to join with other friends in sending greetings to Alfred University on the occasion of its Centennial Convocation. I congratulate the University on its hundred years of splendid service. Institutions of higher education are maintained not alone for the training of youth but also for the preservation and enrichment of the natural resources of the country. They are continually finding new and improved uses of these natural resources.

In a peculiar way has Alfred University demonstrated this combination. It has maintained in cordial relationship the corporately controlled Alfred University and the State controlled College of Ceramics. It has thus maintained a splendid institution for the education of youth and at the same time has developed the usefulness of the clay products of the State. It was my privilege while Governor of New York to encourage this development, and I, therefore, have a personal satisfaction in the good work which Alfred University is doing. May you build upon the first hundred years and go forward to an even greater service to the State and to the country at large.



Leon Victor Solon receiving the Charles Fergus Binns Medal



Centennial Convocation Academic Procession
Showing recipients of honorary degrees (left to right)
President Dixon Ryan Fox, Dr. Thomas J. Watson, Dr. Ross C. Purdy

CONVOCATION ADDRESS

President Dixon Ryan Fox, Union College

“HAVE WE IMPROVED IN ONE HUNDRED YEARS”

Excerpts

In introducing the speaker Doctor Rogers said: “We have with us today the representative of the college from which two of our earliest founders sprang. The President of that college, our parent institution, will address us. I am pleased to present to you President Dixon Ryan Fox of Union College.”

Mr. Chairman, Mr. President, Doctor Davis, Gentlemen of the Trustees, Members and Friends of Alfred University:

No man could stand today in this stately grove without a deep sense of the great importance of this occasion, a celebration of success through one hundred years, the first hundred years, which in the rapid evolution of this country is a long time. As you may imagine, I have listened proudly to the references that have been made to a personal relationship of Alfred University with Union College. That college can be proud, as it comes today through its representative, remembering the seed sown here, and seeing the magnificent tree of knowledge that has grown to such ample proportions and with such valuable fruit.

On occasions such as this we seem to feel the living past that urges or restrains our daily purpose, and makes one course hard, another easy, as though unseen spirit fingers were intertwined with ours to lead us into paths that this historic past has made appropriate. We feel the force of a tradition. We feel indeed the presence here of more than the eye can meet. We feel the influence of a hundred years and successive generations of those who have come here for inspiration, gained it and gone out to give it broadly through the world. Progress is not made by the blind following of tradition, the manner and method of reaction. But progress can be most effectively made if we know along what paths tradition has gone before us.

Most men enjoy the thought that they are inheritors of a past, especially of a local past. “To abstract the human heart from local emotion,” said Doctor Johnson, “would be impossible and it would be

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foolish if it were possible." But if local tradition sets its hand upon us it may prove an exacting master. When Marc Anthony declared that the evil that men do lives after them while the good is often interred with their bones, he spoke contrary to our experience. Ancestor worship is not confined to the Chinese. The haze of retrospection seems to have a magnifying quality. It is a favorite thesis, and this is nothing new that times grow worse. The code of Hammurabi written some forty-three hundred years ago begins with a reference to the good old times.

We are constantly exhorted—youth, at least, is constantly exhorted—to emulate the virtues and enterprise of their great, great grandfathers, but in this advice there is usually an overtone of hopelessness. We are told again and again that it is very unlikely that we shall ever equal what our ancestors have done.

Standing here amongst these hills we can scarcely compare ourselves with those who lived here two centuries ago. The red man, gathered in his tribes and clans, carrying forward his observance of religion and social custom, making war, and cultivating arts of peace, was an interesting and respectable figure, but the red man, though he touched our history, was not of it. But when we come to 1836, a hundred years ago, we find here a society sufficiently developed, sufficiently mature, that we may possibly place it side by side with ours in this comparison and see whether or not we can detect some sense of tendency.

In some respects the answer is so obvious that the question is unnecessary, if not absurd. The technique of living has improved in this intervening century more than in all historic time before. So far as carrying persons or goods or ideas is concerned, Herodotus, had he visited this country along with other European travelers, shall we say in 1800, would have felt perfectly at home. Except the compass and telescope, there was no device of travel or communication with which he would not have been familiar. Today man has almost conquered distance. It is a question whether the Allegany farmer of one hundred years ago, could he be brought back to us now by some feat of necromancy, might not be more astonished at the network of concrete roads that stretch through this county and state, than at the incredibly fast machines that travel across it. Seated by your fireside

you can hear a word as soon as it is whispered on the other side of the Atlantic. Men have flown across that vast expanse of ocean almost in a day and we have well authenticated hope that we soon shall see across it. If these improvements are not yet perfected we know that they will be perfected. With such infinitude of premises prophecy has scarce need of faith.

* * *

They say ill fares the land where instruments accumulate and purposes decay. But what matters if we do all live like kings, do we live like better men? Have we not raised a Frankenstein which we cannot control, and was not life nobler and perhaps more lovely in the days before the ministry of the machine? Evidence, not intuition, must supply the answer, and I suppose no evidence could be accumulated which would serve, upon which to base a perfect verdict. Nevertheless, putting that generation side by side with ours, we may, as I have said, even in this department of human interest find a sense of tendency.

It has escaped historians, as historians, that half our population is women. What was the position of woman in this state one hundred years ago? Here, as in England, the single woman had much the legal rights of men, but the married woman was civilly dead. Neither her earnings nor her personal property, nor the income from it was hers to control. In the last of the third decade of the nineteenth century young Elizabeth Cady rushed into the study of her lawyer cousin in the village of Johnstown to show him the coral necklace and bracelets that she had just received for Christmas. "Well," he replied, in a tone of banter, "if you were to become my wife these trinkets would be mine. I could take them and lock them up. You could wear them only with my permission. I could exchange them for a box of cigars and you could watch them evaporate in smoke."

One hundred years ago no wife could make a contract and hence no wife could enter business. No wife could serve as the treasurer of her local sewing society and make deposits in the bank unless some man were ready to stand by as sponsor.

Not until Judge John Fine introduced and carried through his law on the property of married women in 1848 at Albany was there any satisfactory legislation in this country recognizing the property

rights of married women. But of course, no woman participated in the devising or passing of that law or in the election of those who did devise and pass it. No woman then alive, probably, was to participate in such an opportunity in this state. But these legal disabilities, many of which we have ourselves seen disappear in our own day, are not as impressive to us as the social inequalities that marked that generation.

Girls were schooled in fundamentals but seldom much beyond. At the beginning of the nineteenth century there were scarce a dozen academies in this state, none of them maintained exclusively for girls, and very few of them admitting girls along with boys. Girls were not expected to maintain the pace of their brothers. The Reverend Dr. Timothy Dwight, a president of Yale, who visited this state shortly after 1800 said that the reading of girls is commonly lower and less exacting than that of boys. "When boys," said he, "investigate books of sound philosophy and labour in mathematical and logical pursuits, girls read history, the higher poetry and judicious discourses in morality and religion. When the utmost labour of boys is bounded by history, biography, and the pamphlets of the day, girls sink down to songs, novels, and plays." The reverend president said all this. Without a question it was according to God's good way.

The American woman at the beginning of the nineteenth century was, of course, a model of domestic virtue. As to the comments of foreign visitors, we note with regret their testimony that so many American wives, by reason of early marriage, the bearing and care of children, and the rigor of farm life, seemed old at twenty. But as to the wifely attitude, there is no question. St. Paul had attended to that long since. "Wives submit yourselves unto your husbands as unto the Lord." St. Peter had said much the same thing though he exhorted the husband to be tender to the woman as unto the weaker vessel. An eminent Calvinist of Philadelphia put it much in the same way, as he reviewed the qualities which would ornament the matrimonial union: "Intelligence and generosity of temper on the part of the husband, meekness and complacency on the part of the wife." Another clergyman remarked that if want of congeniality impaired domestic comfort, the fault is usually with the wife, for it is hers to make the sacrifice.

* * *

Of course the professions were closed. The first woman in Ameri-

ca to gain a medical degree was, as you know, Elizabeth Blackwell, almost in the middle of the nineteenth century when she gained her degree in western New York in the medical college at Geneva. When this University was founded there was no woman lawyer in the state nor would there be any until the 60's. Certainly the pulpit was closed. When Harriet Martineau visited this country about 1840 she found but seven occupations open to women; today there are scarcely seven that are not. So as we look back over this expanse of a century, we can be sure that the opportunity for the expression of personality, the opportunity for learning, the opportunity for gracious social service for womankind has immensely improved in these one hundred years.

It was the dictum of a Harvard scientist, John Fiske, that as life rises in the scale of evolution, more and more attention is paid to the period of infancy. Let us apply this test and compare the treatment of children in 1836 with that of today. Of course our school systems had been started very much in imitation of those across the Hudson in New England, but even there the standards had declined.

* * *

Many of the teachers were itinerants; many of them, I grieve to say, Irishmen, given to drinking and gambling. We have the report of one town in Connecticut in 1822 which decided that it ought to reject six out of the number of candidates because none of those six could count in the higher numbers or knew the first four processes of ciphering, although they had all come well recommended from their previous positions. It is not extraordinary that those teachers frequently skipped fractions.

The textbooks gave great promise. I remember one, which on its flyleaf said that it was calculated to eradicate all vulgarity and rusticity of manner, to rectify the will, to inform the understanding, and to give facility in the reading, writing, and speaking of the English language with eloquence and propriety. If it did all these things it was well worth the cost.

But if we examine the teaching methods of the time a doubt arises. We are told by an experienced teacher of that generation that so far as the teaching of reading was concerned, the only objective was to teach so that the scholar could read both loud and fast. If he could do that he was a great success. Warren Burton, who himself had passed

through the long apprenticeship of learning and teaching in this very generation of which we speak, said in his little book *The District School As It Was*, that the only two things that were desired or expected in the student were faith and memory. Pike's Arithmetic, which had great popularity in that day, would seem to the modern scholar a Pandora's box of disconnected rules that had no possible, no conceivable relation to any problem that the child had faced or ever would face. Daniel Adams' Geography, published in the year 1818, the second most popular textbook in that science in use within the United States, had as its first part a long list of geographical names to be used as spelling words; part two consisted of fifty pages of definitions to be learned verbatim; and part three was a description of the world to be read aloud. A writer in the *Literary Magazine* for 1804 thought schools should teach civics. Then it might be answered, he said, that children may not wish to learn this. Certainly they would not. They would not wish to learn anything. They must be compelled to learn this as they were compelled to learn everything else. There was no John Deweyism here, my friends, no doctrine that the child's line of learning should run along the line of interest. Little people were supposed to be little men and women with all the responsibilities and attitudes of maturity. They were expected, for example, to keep their minds on the problems of life, death, and eternity.

In one primer there was a verse that summed it up:

Our days began with trouble here,
Our life is but a span,
And cruel death is always near;
So frail a thing is man.

Great minds rose from the little red school house of a hundred years ago and yet I think that if we examine its materials and its methods, and its ideals, few of us would care to go back there or to resume its program and its process of education.

Play was a human frailty tolerated in some places, but not in many. The original bishops of the Methodist church forming their college in Maryland in the last years of the eighteenth century spoke very clearly on this point. They said in their catalogue: "Let the students be indulged in nothing that the world calls play. Let this be observed with strictest nicety for those who play when they are young will play when they are old."

* * *

Frank Forester, the Englishman, who came here just before this University was founded, and who eventually was our first leading writer on sports in America, said that in the early 30's, a lawyer who was seen with a gun or fishing rod in his hand skirting the village would immediately lose his clients; such a waster could not be trusted. Today, of course, a lawyer that was not seen now and then with a golf club in his hand would be accounted a dismal failure.

We have spoken of the attitude toward play, and we come easily to take the attitude toward work. Secretary Alexander Hamilton, making his famous report to Congress in 1791 on manufacturers, spoke of the great achievements in England where, in the new textile industry, he said more than half of the workers were women and children; he desired to see this country emulate that bright example so that all the energies of women and especially of children might be organized to increase the national wealth. I suppose it was an occasion for rejoicing when Mr. Ayres of Ithaca who manufactured imitation leghorn hats, announced that he was employing more than one hundred females most of them under eight years of age. We read the diary of little Alva Crocker of Massachusetts who eventually became an industrialist of importance, and we read he performed gladly and regularly his duties of a fourteen-hour day for twenty-five cents at the age of eight.

We have come to take a different view of childhood and what we call its rights. Certainly few of us would care to go to the 1830's and adopt the prevalent philosophy with respect to children's work and play. The fact is, that he who would wish to go back to that time and generation must be somewhat deficient in sympathy for the weak and the unfortunate.

Dorothea Dix was just beginning her work on behalf of the insane, taking them out of their prison kennels, the poor farms, and from their own bewildered families into institutions especially devised for their maintenance and care. In 1836 Samuel Gridley Howe had scarcely begun his beneficent work for the blind and for the feeble-minded. Thomas H. Gallaudet, it is true, had discovered some methods of liberating the deaf through a new means of communication, but it remained for a later generation to spread the knowledge of it. In another generation at the beginning of the 30's five sixths of all those incarcerated

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in the jails of New England and New York were there on complaints of creditors, most of them for debts of less than twenty dollars.

I am reviewing here but a few examples of a different attitude toward the weak and unfortunate. There are other aspects of differences between that day and ours that would reward us, would time permit, but I can only say here in conclusion, with the author of Ecclesiastes, "Say not thou, what is the cause that former days were better than these, for thou dost not inquire wisely concerning this."

* * *

One hundred years from this June morning another company will gather in this stately grove or its successor. They will be looking back to us, perhaps with tolerant eyes, particularly comparing our attempts with their victories. What of it? We can claim to be in the stream of aspiration. We are trying to make tomorrow better than today and by the test that today is in many respects better than yesterday, we can gather hope and courage. It is difficult, if not impossible, to say whether we are individually kinder, more courteous, or more just, but I think we can maintain by even superficial study that the world today in its social mind is more kindly and more just.

AWARDING OF THE CHARLES FERGUS BINNS ART MEDAL TO
LÉON VICTOR SOLON

This Medal is awarded annually to an outstanding ceramic artist selected to receive it by a special jury of his fellow artists. Dean Major E. Holmes of the New York State College of Ceramics at Alfred University presented the medal with appropriate words of eulogy, concluding as follows:

The award of the Charles Fergus Binns Medal on this occasion recognizes and emphasizes specifically the ceramic aspects of Mr. Solon's career and achievements. They have been of the highest order, inspired by distinguished talent and achieved by sincere devotion to the art. They will serve as an everlasting inspiration to future ceramic artists.

Léon Victor Solon, in recognition of your distinguished career and achievements in the field of ceramic art, the Jury on Award of the Charles Fergus Binns Medal has voted the 1935 award to you and I have the honor of presenting the medal to you.

CONFERRING OF HONORARY DEGREES

Thomas John Watson was presented for the honorary degree of Doctor of Science by Dr. William C. Cannon, trustee of Alfred University. In conferring this degree President Norwood said:

Native son of southwestern New York where also you received your formal education, inventor, organizer, internationally prominent business executive, patron of art and other forms of culture, public-spirited citizen, and friend of education at all levels, Alfred University is proud to number you among her honorary alumni.

Therefore, by mandate of the Trustees of Alfred University, acting under the laws of the State of New York, I proudly admit you, Thomas John Watson, to the degree of Doctor of Science, *honoris causa*, in this University with all the rights and privileges thereunto appertaining, and in token thereof I cause you to be invested with the hood of this degree, and present you with this diploma.

Ross Coffin Purdy was presented for the honorary degree of Doctor of Science by Dean Major E. Holmes. In conferring this degree President Norwood said:

Long-time associate and friend of Alfred men and Alfred interests, teacher, lecturer, scientist, organizer, executive; strong champion of the ceramic industries, arts, and crafts, honored secretary of the American Ceramic Society, Alfred University is glad to claim you as an honorary son.

Therefore, by the authority of the Trustees of Alfred University, acting under the laws of the State of New York, I gladly admit you, Ross Coffin Purdy, to the degree of Doctor of Science, *honoris causa*, in this University with all the rights and privileges thereunto appertaining, and in token thereof I cause you to be invested with the hood of this degree, and present you with this diploma.

Dixon Ryan Fox was presented for the honorary degree of Doctor of Civil Law by Dean M. Ellis Drake. In conferring the degree President Norwood said:

Distinguished son of Columbia University, brilliant chief executive of Union College, from which Alfred University is glad to claim academic descent, master of historical research and exposition, delver into the lore of our own State, all have listened with pleasure to the reassuring message which you have been so kind as to bring to this Centennial celebration. We are delighted to induct you into that small and select group, Alfred's honorary alumni.

Therefore, by the authority of the Trustees of Alfred University, I am pleased to admit you, Dixon Ryan Fox, to the degree of Doctor

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of Civil Law, *honoris causa*, in this University, with all the rights and privileges thereunto appertaining, and in token thereof I cause you to be invested with the hood of this degree, and present you with this diploma.

CENTENNIAL HYMN

Lux Fuit, Et Fiat Lux

Words by Dr. S. R. Scholes, Professor of Glass Technology
New York State College of Ceramics at Alfred University

One hundred years, O Alfred,
Have seen thy light endure,
And brighter gleam, and stronger,
A lamp of learning pure.
Thy sons and daughters hail thee,
Recounting in their song
The growing, giving, guiding
That fill thy story long.

The hills of Allegany
Their pine-clad heights up-raise,—
A sign of lofty purpose,
And of thy length of days.
How clear the air around thee,
How bright the skies above!
Yet thou dost shine as clearly,
O Alfred that we love!

In simple faith, the builders
By sacrifice have wrought
In Christian zeal, and surely,
This shrine where youth is taught
To know the Truth in Freedom—
God make us wise, that we
The torch may carry onward,
For years that are to be!

O noble Alma Mater!
Let every voice acclaim
In grateful love and gladness,
The honor of thy name.
Old age shall make thee stronger,
Thy spirit younger grow,
When future generations
Thy shining light shall know!

Afternoon

THE CENTENNIAL PAGEANT

In many respects the highlight of Alfred University's centennial program was the historical pageant which was presented Tuesday afternoon. With an almost ideal outdoor setting in front of The Brick the pageant vividly depicted the course of Alfred's history and development throughout the century. Miss Elsie Binns, daughter of the late Dr. Charles Fergus Binns, wrote the pageant after much research in original documents. The pageant script was published under the Alfred University Publication, University Bulletin series, and entitled *The Centennial Pageant*. Certain significant events in Alfred's history were recreated as accurately as possible and under the direction of Miss Mary K. Rogers, instructor in dramatics, were presented by a cast of over two hundred persons. The costumes of the players were in some cases those of the characters depicted and in all cases authentic to the period portrayed by the scene. Some of the actors even went to the extreme of recreating the atmosphere of former days by growing beards, sideburns, and other kindred tonsorial accoutrements. A wealth of material from the 1800's was used, from ox-drawn carts to old-time rifles, and complete cooperation of town and gown was exhibited throughout the preparation and presentation of the pageant.

The pageant was divided into two parts, the first part recounting events in the growth of Alfred and Alfred University to about 1890. Episode I showed the arrival in Alfred in 1818 of the Stillman family in their ox-hauled, covered wagon, and their welcome by the family of Judge Clark Crandall, who had settled in this location in 1808.

Excerpts from Part I

JUDGE CRANDALL. Dear friends, we who have already found a home in this woodland wilderness give you a most hearty welcome. We have not much to offer in worldly goods, but God hath dealt with us most mercifully, and there hath been more cause for thankfulness and joy than for dejection and complaint. Is it not but our reasonable service to render to Him now our tribute of praise for the safe arrival of these, our friends? May the Church which we have founded here be their spiritual home, as it is ours. May we be as a city set on a hill. But let us be very tender towards differing brethren, giving them good examples by our holy conversation. A great part of our duty consists in cultivating what is lovely. We

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must prune and plant if we would bear much fruit as Christ's disciples. Mr. Maxson Stillman, will you lead us in singing a hymn?

From *Episode I, 1818, The Arrival of the Stillman Family*

Episodes II to V have as their central hero, Jonathan Allen. It was shown how the thirteen-year-old boy, unable to read or write determined to get an education. He agreed to cut and haul six cords of wood in return for his tuition in the Select School (1836).

FATHER. And this is my son, Jonathan. I am glad to make your acquaintance, Mr. Church. Mr. Maxson Stillman told us at last Singing School that you are much interested in the education of the young.

CHURCH. Yes, Mr. Allen. I believe that many of our young people are eager for more learning than they can get in the district schools. I am thinking especially of those whose families cannot afford to send them away to school. Moreover, there is great need for teachers, and these must be trained. My object just now is to secure pupils for my select school which I hope to open here next week. I should like you to send this boy.

(JONATHAN has drawn nearer in his excitement, and CHURCH puts his hand on the boy's shoulder.)

FATHER. I don't see how I can afford to send him.

CHURCH. The tuition is but three dollars.

FATHER. Even that is.... We have no money.

CHURCH. (*Looking about him thoughtfully*) We shall need firewood. I will take that for tuition.

From *Episode II, 1836, The Select School, Scene 1, Firewood for Tuition*

Jonathan Allen and six other teachers who signed the famous Compact of 1849, agreeing to teach for five years at a salary of four hundred dollars a year, re-enacted the making of the Compact.

KENYON. Gentlemen, I have asked you to meet with me for a few moments before we proceed to our anniversary exercises in the grove. (*Pause*) You must be aware that we are at a most critical point in the life of our Academy. You know, of course, how the little school begun by Bethuel Church grew too big for that upper room. He, himself, went on to other fields of labor, and James Irish, that mighty man of God, came in his stead. A new school was built, larger, and with a bell—our old "Horned Bug," the Cadmus. When Mr. Irish was called to the pastorate of the village church in 1839, he nominated me, a junior in Union College, as his successor. To the Cadmus I came



Episode I, 1818, The Arrival of the Stillman Family



Episode II, 1836, The Select School
Scene 1, Firewood for Tuition



Episode III, 1849, The Pact

and in the Cadmus I lived. But as children outgrow their clothes, so we outgrew our buildings. An addition was built in 1841—we had one hundred students by that time. This again we soon outgrew, but there was no money and no land for more buildings. The trustees did not see their way clear to undertake the work, but with their approval, Professor Sayles and I assumed the responsibility. We went to Mr. White of Whitesville and borrowed \$10,000, with which we bought this tract of land and built these three buildings. Even then our money was stretched to its utmost capacity. That we made the brick for foundations and chimneys with our own hands, helped to make it stretch.

* * *

(*He names each one, and each one answers after due reflection, and with variations of manner and inflection, "I agree." There is a pause.*)

KENYON. Gentlemen—you have made a great resolve. You have asserted your faith in me, in yourselves and in our school. We shall go forward with renewed hope and enthusiasm. I look forward to the day—and I think it is not far distant—when our Academy shall obtain the status of a College and be granted a charter. Thank you, gentlemen.

From *Episode III, 1849, The Pact*

The landscaping of the campus under the leadership of Allen was depicted, and even the way in which the Ladies' Aid Society was persuaded to lay aside its needles and take up the garden tools to beautify the campus.

After South Hall was burned in 1858 and The Brick built in 1858-59, the campus was in a most unsightly condition. Professor Allen took the grounds under his immediate care, but the work of planting and beautifying took many years of labor, much of it voluntary on the part of faculty, students and townspeople. Professor Allen constantly talked and lectured on the subject besides doing much of the work himself.

Introduction to *Episode IV, From Life and Sermons of Jonathan Allen by His Wife*

* * *

MRS. WOODARD. There's Professor Allen now, he's been planting his tree!

(*On hearing his name PROFESSOR ALLEN turns and, seeing the ladies, addresses the group, leaning on his spade.*)

ALLEN. Good afternoon, ladies. You must excuse my dishevelled appearance; I have been planting a tree. Trees are a hobby of mine—trees and stones. Some day I mean to have a home for my

treasures, built of many different stones and lined with many different woods. Meanwhile I plant trees. I never tire of thinking what they will mean to future generations.

(He pauses thoughtfully, and then continues, smiling.)

Ladies, an idea has occurred to me! I know you are on your way to spend a busy afternoon with your sewing, but—it is a lovely day, the outdoor air will do you good. Will you not beat your needles into ploughshares, and your scissors into pruning hooks, and lend a hand with some of our flower beds? In other words, why not turn your quilting party into a gardening party! Besides, I can promise that you will earn as much for the Church as you would by your sewing.

From Episode IV, 1859, Beautifying the Campus

Alfred in the 1860's was touched by the Civil War and the pageant pictured the departure of the boys of the senior class of 1861 after an address by Professor Allen who declared that he would join them in the service of the country if the college would release him. With the departure of the men the co-eds of 1861 awaited in Alfred the news from the field while they did their part to aid in clothing the men on the Potomac.

In 1861, came the terrible ordeal which meant life or death to our country. A call came for volunteers to save the Union. Every young man in the Senior Class at Alfred enlisted. Professor Darwin Maxson went as Chaplain. The meeting on the campus the day that our boys were to leave can never be forgotten.

*Introduction to Episode V, 1861-62, The Civil War,
From Life and Sermons of Jonathan Allen by his Wife*

The last episode of the first part of the pageant re-enacted scenes from the life of the college about 1887. The early literary societies were depicted. The University library was just being consolidated with the libraries of the four societies.

RANDOLPH. *(Taking charge of the meeting)* Davis, will you read the report of the committee so that the members of the lyceums here assembled may hear how the matter was decided.

B. C. DAVIS. *(Reads)* Provided the trustees of Alfred University agree to furnish the room for the use of the consolidated libraries of the University and the lyceums, to heat and light the room when necessary, and to pay for the services of a librarian two hours per day on each school day, the Alfredian, Alleghanian, Athenaeon and Orophilian lyceums agree to place their books in the Union library, to levy a tax of twenty-five cents per term on each active member, and to spend the money so raised at least once a year in the purchase



Episode IV, 1859, Beautifying the Campus



Episode V, 1861-1862, The Civil War
Scene 1, The Departure



Episode VI, 1887, The Lyceums and the Library

of books. The books shall be labelled so that the color of the label and the name printed thereon shall indicate to which lyceum each book belongs.

RANDOLPH. Thank you. President Allen announced in Chapel this morning, as you know, that each student who would help to carry the books of his lyceum to Kenyon Hall would be excused from classes for the hours involved. That was why this meeting was called for this afternoon and some, I know, have already started to move the books.

(The women students bring their books from their lyceum rooms in The Brick, the men from their rooms in Alumni Hall.)

JEAN MARVIN. Here come the men with their precious encyclopedias!

W. W. COON. And Frau Kenyon!— May we not help you? You have a heavy load. *(Frau Kenyon indignantly refuses aid.)*

CHIPMAN. And the ladies with their “well-chosen” fiction! Look out there! *(As some one drops a pile of books)— Descent of Man—*isn't he low enough already!

BOYCE. *(Speaking gallantly to one of the girls)* Let's see. *Stepping Heavenward—*I knew it!

From Episode VI, 1887, The Lyceums and the Library

The second part of the pageant was a symbolic representation of the development of Alfred University since 1890. King Alfred was represented as visiting the University of today, and commenting upon the likeness of the countryside to the hills surrounding his own castle, but asking explanation of the presence of the buildings and people so foreign to his home scene. Asser, King Alfred's interpreter, explained that the buildings and “young men and maidens” are a result of his pioneer educational work more than a thousand years ago. Then, explained by Asser, a procession of brightly costumed groups representing the departments and characteristics of the University moved slowly into positions in front of the audience. The groups represented Ceramics, Agriculture, Athletics, the Library, the Sciences, Social Freedom, Health, and Religious Unity.

Excerpts from Part II

A Review, 1895-1936, enacted symbolically through the media of Music, Color, Form, and Movement.

.
There is a man, O King, thy counterpart
In goodness, and in state-craft very wise.

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Great men there were before he came, but they
Were poor in this world's goods and could not find
The tools with which they might complete their work.
They gave their all, their very lives, and yet,
Almost their work, wrought with such sacrifice
Had come to naught, but that he came.
"Renewer of foundations," like thyself
Should he be called. Now will I show to thee
(And thou canst bear with me a little while)
Something though small of all that he hath done.

(The Ceramic Group composed of Clay, Fire, and Firmness approaches)

ASSER. Here is a matter after thine own heart
O Alfred, for that thou in times gone by
Didst urge thy wise men that they lead the youth
Entrusted to their care, towards some craft.
Here in these valleys clay was found from which
The people of the place made brick and tile.
(Witness these red-roofed buildings all about.)
This man, their leader, wise beyond his years,
Called in his counselors that they might plan
To found a school, where, working with their hands,
The young might learn of clay and all its ways.
The craft of clay is old as man himself,
And potters of the past have given us
Imperishable records of their skill.
Now science in these later days appears
To supplement the potter's "rule of thumb,"
.
So students trained in mind and hand go forth
Craftsmen and engineers, to prove again
"The path to strength and beauty leads through fire."

(The Agricultural Group composed of Earth, Sun, Verdure, and Fruit approaches.)

.
Old as the hills the art of farming is,
But new with each new day are problems born,
Problems of soil and seed, of crops and roads,
Labor and tools and markets. So again
This leader in his wisdom built a school
Where sons, and daughters too, from country homes
Might learn the homely arts of husbandry;
Learn about cattle, grain, the garden plot,
The crafts of cookery and needlework;
And more important still, that they might learn
Themselves to teach what they themselves had learned.

(*The Athletic Group, Power, with Fleetness, Skill, and Strength approaches*)

Eager, O Alfred, thou hast always been
 For every man to persevere in learning
 Till he can read in his own mother tongue
 The Holy Word, yet well I know that thou
 Most earnestly would wish to teach our youth
 To make their bodies right and willing tools,
 Quick to respond to thought, eager to act.
 Fleetness of foot, and power to endure,
 Sureness of hand and eye, and strength of arm,
 A willingness to discipline oneself,
 Good sportsmanship, love of the outdoor life,—
 All these and more this wise, far-seeing leader
 Coveted for his students. Bit by bit,
 By wise encouragement, untiring zeal,
 Broadminded interest, and unflinching tact
 He, and the friends who rallied to his aid,
 Made possible with hall, and field, and men,
 The healthy comradeship of sport and game.

(*The Library Group composed of Learning, Men, Youth, and Children approaches.*)

Fitting it is that we remember thee,
 O Saxon King, and all that thou hast done
 To give thy people books in their own speech.

.
 We think of books a thousand years ago,
 Thy books, so few, and precious beyond words,
 Copied most carefully by skillful hands
 Of pious monks. Even the Word of God,
 The greatest Book of all, was for the few,
 Chained to the desk that it might not be lost.

.
 No more need they be copied page by page.
 The youngest child, the oldest sage may find
 Food for his mind, tools for his daily task.
 A house of books, (a thing undreamed by thee)
 Is as a granary where ripened grain
 Becomes the daily bread of everyman.

ALFRED. Is there yet more to tell, for I have seen
 Some of my very dearest dreams come true.

.
 It pleaseth me right well to find that here
 Spear-side, and spindle-side do share alike
 In crafts, in books, in sports! —I would see more.

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(The Science Group composed of The Universe, Pure Science, Social Science and Fusion of Sciences approaches.)

ASSER. 'Tis not alone from books, as thou dost know,
O worthy King, that knowledge may be gained.
But through the sight, the sound, the touch of things
Man slowly learned to make himself at home
In this strange world, so old and yet so new.
There is the world of substance without life:
The world of stone and star, crystal and cloud.
There is the world of living, growing things:
The miracle and mystery of life.
There is the man-made world of harnessed force,
Of unseen powers tamed and taught to serve.
There is the world of government and law,
Of traffic between nations, peace, and war,
Money, and markets, labor, capital.
There is the world of mind, of consciousness,
Wherein man finds himself and finds a way
Of fitting into life. The past is his;
The present and the future his to shape;
Himself the artisan; himself the tool.

(The Social Freedom Group composed of Students symbolizing several social relationships approaches.)

He sees life steadily and sees it whole,
This man their leader, and he presses on,
A youthful spirit, side by side with youth.
And so he finds the good in each new plan
For student government, and student homes,
For social life not dreamed of heretofore.
.
And as he guides he ever strives to find
Young leaders who will follow where he leads,
To lead in turn their fellows, showing them
That truest freedom lies in self-control.

(The Health Group composed of Heat, Medicine and Water approaches.)

The folk of olden time grew strong and wise
'Mid hardships and discomforts manifold.
Thyself hath said, O King, and wisely said,
That no man should desire an easy life.
Yet there may be sometimes such stress of toil,
Such unrelenting cold, such poverty,
Such bodily discomfort, that the mind
Is too much hampered in its search for truth.
So now their clear-eyed leader wisely plans



King Alfred, Asser, his interpreter, and Pages



Agricultural Group composed of Earth, Sun, Verdure and Fruit
Library Group composed of Learning, Men, Youth, and Children



"Take now this jewel, symbol of the love, That Alfred bears to Alfred. Let it pass from hand to hand through all the coming years."

For heat, and light, and water: homely arts,
But arts most gracious to the art of living.
And then with kindly thought, because he knows
That healthy bodies make for healthy minds,
He sets apart a place where for the sick
Comfort and care and healing may be found.

Now have we shown, O King, how man may come
By ways of wisdom to a place of power.

ALFRED. Yet power is not a good unless the one
Be good that has the power.

ASSER. Thou speakest well.

Thy power was ever shown in wisest ways.

ALFRED. That earthly power was not my wish thou knowest,
But what I did desire the most was tools
With which right wisely I might rule, and now,
Now hast thou shown me all these tools save one.
Where are the prayer-men? For a king doth need
Not only craftsmen, tillers of the soil,
Scholars and soldiers, minstrels, gleemen too,
Health givers, hearth sharers, but most of all
Those who will lead the thoughts of men to God.

(The Religious Unity Group composed of Representatives of Several Creeds approaches.)

ASSER. Thy words are winged words, O King, and true,
And ever through the years within this school
Has glowed a purpose and a prayerfulness.
Those teachers consecrated to their task
Upheld the Word of God, a light to men.
Firm in their faith they welcomed to these halls
People of other faiths and other creeds
That all might strive together in one cause,
Laboring hopefully, that in the end,
One family, one Father, all may come
To know the love of God in Jesus Christ.

(The Historical Groups of Part One of the Pageant appear in the background.)

ALFRED. Fain would I meet him face to face, this man.
Worker of miracles, undaunted one,
For I would give to him before we part
Some token of our kinship and our love.
And not to him alone, but to all those
Who died in faith, by whom the promises
Were seen far off.

ASSER. We summon him, he comes;

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(PRESIDENT EMERITUS BOOTHE C. DAVIS *approaches.*)

And by his side those others seem to stand.
One was a teacher in an upper room;
And one a man of God most eloquent;
And one a man of fiery energy
Whose spirit like a flame consumed his flesh;
And one a giant, body, mind, and soul,
Who thought God's thoughts and gave them unto men.
And one a scholar, whose majestic mien
Lent dignity to all he said and did;
And one who for a moment, meteor like,
Stayed and was not, for God translated him.
He lives for us as do those other men
After the power of an endless life.
And there is one, we summon him, whose hands
Must build the future, building on the past.

(PRESIDENT J. NELSON NORWOOD *approaches.*)

ALFRED. (*As he presents the Jewel to President Emeritus Davis*)
Take now this jewel, symbol of the love
That Alfred bears to Alfred. Let it pass
From hand to hand through all the coming years.
As Alfred had it made, so hast thou made
Alfred, another jewel richly wrought.
Within its heart it holds the years gone by,
Reflects the present, and foretells the future.

(PRESIDENT EMERITUS DAVIS *hands the jewel to* PRESIDENT NORWOOD.)

ALFRED. May Alfred's gift shine bright and brighter still,
Making us worthy of our yesterdays.

(*The audience joins with the performers in singing the hymn sung by the settlers at the beginning of the pageant, "Our God, Our Help in Ages Past."*)

Evening

GLEE CLUB REUNION ENSEMBLE

Alumni Hall

Sixty-eight members of former male glee clubs and the present club joined to present the musical entertainment of the evening. Successful efforts had been made by Director Ray W. Wingate to assemble a goodly number of those who had been members of the glee clubs of the preceding twenty-five years. Representatives of all the clubs from 1915 to 1936 participated.

Wednesday, June Tenth

Morning

COMMENCEMENT

The final day of the Centennial Commencement was devoted to the usual graduating ceremonies. It was notable among Alfred's commencement occasions, in part at least, because Alfred University carried on its tradition of honoring women. On the speaker of the day, the Secretary of Labor, the Honorable Frances Perkins, and Mrs. Susan Howell Ames, trustee of Alfred University, honorary degrees were conferred. This continued a practice first inaugurated among modern universities, at least as far as the degree of Doctor of Laws is concerned, when President Allen conferred that degree upon Mrs. Caroline H. Dall, in 1877.

President J. Nelson Norwood presided.

THE INVOCATION

Rev. Ahva J. C. Bond

Dean of the Department of Theology and Religious Education

Oh God, our Heavenly Father, Thou God of our Fathers, of whom one generation speaketh to another; Thou who wert God before these hills were formed and who shall still reign when the last grain of sand has sifted to the sea, we invoke Thy blessing upon us for this occasion this morning, and we come with gratitude in our hearts for the history of the past which has been made so vivid to us in these days. We come asking that Thy guiding hand may be with this institution through the years of the future. And this morning we pray an especial blessing upon those who have spent years here in study and who today are to be graduated from this University and take their places in the world and in the work of life. We pray Thy blessing upon those, who love them, upon the fathers and mothers who have sacrificed, and for the teachers who have given of their time, and for all who have contributed to the success of this morning in their lives.

We pray Thy blessing upon this country of ours, on the President of the United States and those who are associated with him in the Government of the country. We pray for Thy blessing upon the na-

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tions of the world and for Thy help to each one of us to feel that by taking his place in life, however small the area may seem in which he works, he is taking his place in the work of the world that needs the consecrated efforts and devotion of men and women of training and of higher ideals.

We pray Thou wilt grant these things to us in Jesus' name. Amen.

GREETINGS

Dr. Frank Pierrepont Graves

President of the University of the State of New York
Commissioner of Education

Excerpts

Doctor Davis, members of the Faculty and Board of Trustees, distinguished visitors, ladies and gentlemen, all friends of Alfred University, and last but not least, young men and women of 1936:

It is a great delight to be here; it always is; the Alfred spirit is infectious. It influences and molds us all, makes us young again and enthusiastic, and it is a great pleasure, too, to bring to you the greetings from the University of the State of New York, the mother of all the colleges and universities in this great Empire State.

* * *

I suppose it is because an institution is looked on as an institution, as all colleges and universities are, or it is possibly just because we want to pet her a little, that we call her "she," and we always refer to a college or university in the feminine, but in one respect, colleges and universities are quite unlike the female of the human species; they want to boast of their age, and so here we are particularly happy today to have arrived at the one hundredth birthday, a full round century, when many, many colleges have dropped by the wayside. In fact, the path of progress of higher education is strewn with the wreckage, but Alfred has survived. There must be a divine mission back of it somewhere, that it has lived so long, and lived and progressed in the face of so many obstacles. I must admit that probably the Almighty is somewhat responsible, but individuals like Allen of Alfred,

and our friend Doctor Davis have rendered splendid service to the institution.

* * *

Progress by an institution like Alfred University, after all, approaches the unique. It is distinctively American where our other educational institutions are more or less borrowed from Europe. Our elementary schools, certainly those on the eight-four plan, are distinctly Prussian in their organization. Our normal schools, likewise, got their ideals from Germany, although they held onto a French name, *l'école normale*. Our academies came from England; our high schools have a Scotch name. Our universities are partly German and partly English, depending upon whether you look at their graduate or undergraduate features, but our American college, God bless it, is distinctively our own and owes nothing to any other country, and that is where Alfred University belongs. It is, in spite of its name, an American college, founded by a little group of friends and neighbors in the midst of great sacrifice. You cannot get a better illustration of it than Alfred. Alfred has survived in the midst of calamities and difficulties, and has done a noble work for a wide community. The interesting thing about it is that after all, the great bulk of the student body in an American college originates within a radius of one hundred miles, and it belongs distinctly to the people.

As I said, Alfred is a college, but in one respect it is a university, if you know what a university was originally and what it would be today, but we have unfortunately given a modern connotation to the term. *Universitatis* or University did not mean a place where all things are taught universally but a place where all of us are. It was a cooperation, guild and family, and I submit that that in itself is an illustration of Alfred's growth and of the spirit of Alfred, and I am proud to be here as a true son of the family and as an officer of the grandmother some time back.

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DOCTOR'S ORATION

The Honorable Frances Perkins, Secretary of Labor of the United States

"AMERICAN IDEALS"

In introducing the speaker President Norwood said: "During the ninety years or more that Alfred University and Academy has enjoyed commencements, it has welcomed to its platform many men and women, outstanding in many walks of life. Today we are welcoming as a commencement speaker, for the first time in our history, a woman—a woman, too, whose name and fame have circled the world. Therefore, it is with the greatest satisfaction that I present to the graduating class and to this centennial audience, the present holder of the portfolio of Labor in the President's Cabinet, Honorable Frances Perkins."

Mr. President, Trustees, and members of this honorable Faculty, and Students:

I feel that I ought to say first of all that if Alfred University has the reputation of giving a liberal education, that reputation should be extended to include those who are invited to address its commencement celebrations, for I have received a liberal education in the last few weeks. Beginning with the day when one of your distinguished graduates, Dr. John A. Lapp, came to me and asked me if I would like to receive an invitation to speak at Alfred University, and when I said to him that I could not think of anything that I would like better, I have received evidences of the kind of education which is prepared and set forth before people at Alfred University. In these weeks I have learned not only a great deal about this University, but I have learned a great deal about the aims and aspirations and philosophy of education in the United States of America.

Someone, I think it was your president, sent me a charming little book, which I read, but it was the kind of book you could put on your bedside table to read at night. It had to do with the ideas and aspirations which go to make up an education, an educated person's needs and reflections on the meaning of life in this country of ours. It was a book that dealt with the life, works, remarks, and recorded sayings of one of the great presidents of your University. I suppose most of you have read it. Perhaps, Mr. President, it is required reading for graduation from Alfred, but it covers the case, and I want to say I have read it. Therefore, I am properly equipped to be a part of your University on this great day. I was very much moved by the conceptions of what the meaning of education might be in a great pioneer

country like this, and of what the duties and obligations of individuals were with reference to other individuals, and with reference to the corporate body that we call our society or our state, as the case may be.

I was greatly impressed by the high-mindedness and significance of those conceptions which this great president of Alfred University brought forth and put down in the form of recorded sayings when life on this campus was still young, was still experimental, and was filled with chaos and uncertainty. These were the remarks of a courageous man; these were the remarks of a pioneer, not only a pioneer in the field of settlement of people in this great country, but a pioneer in the development of aspirations and the establishment as a reality of what had been formerly the aspirations of the human soul for a good life. He conceived education to be not only a part of a good life but to be a preparation for those who would put the good life into terms of reality. This, I think, is the priceless heritage of all of these institutions which were in the field as pioneering institutions of learning.

I had the opportunity to go only this last week-end to the commencement at my own college in New England. There is another pioneer institution, a pioneer in the concept that woman also could be included within the priceless blessing of education and training, not only training for work, but training for living and for thinking: for the great development of the human race has been based after all on the extension of consciousness. Perhaps that is the chief business of man, the chief aim of man, as they say in the catechisms, the extension of consciousness. When women were included in this great bargain with life in this great bargain with the universities, that man might develop into an individual, into an entity of extended consciousness, that too was pioneering. It is one of the things upon which all of us who have had to look at the whole of the United States want to congratulate Alfred University, that it has from the beginning admitted women to this fellowship of those who would try to extend the consciousness of the human race until it got a grasp and an understanding, continuously more and more, of men, of life, of the meaning of divinity, of the meaning of relationships of man to man, of the relationships of man to organized society, of the relationships of man individually and in organizations to God and to the great purpose of our universality. As I said, I have had a liberal education in what the

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meaning of this college and what the meaning of the great pioneer institutions of learning have meant in American life.

When one thinks of what your hundred years have meant, one must take this occasion to say that one respects tremendously the basic scholarly achievements and the basic scholarly appreciation which have always underlaid the foundation and activities of Alfred University. One appreciates, too, the fact that women have been admitted to the fellowship of this college from the beginning. One appreciates the high moral standard and high ethical principles which have prevailed and underlaid the teachings and leadership of this great institution, for here you have seen the great virtues of the pioneer mind exemplified in the field of education. Courage, ingenuity, high ideals, and the capacity for cooperation have been the basis of the teaching and life here. Had not all four of these qualifications met together this University could not have been built nor could its graduates have gone forth to enlighten and help the world in its living in modern society. As one thinks of what these basic ideals and these basic attributes are, one is bound to lay great enthusiasm on the last two, the high ideals of human society and the capacity for cooperation. Surely, this institution could not have been built except by the cooperation of many people. One sees, in the very simplicity and sincerity of the people and of the surroundings here today, the action of a cooperative society and of a group which cooperated together, which buried individual differences of opinion, which buried disharmonies, which agreed to a program upon which the majority could agree in order to bring forth an educational institution where many young people might study and go forth to be leaders in their own communities.

Now, when we think of the world today, we realize that however valuable and important may have been the past one hundred years of the life, teaching, and education at Alfred, the last one hundred years is not nearly so important or so inspiring as will be the next one hundred years. That is the test of all of our great institutions in this country. What can we do in the next one hundred years? While we pause for a moment, in the life of the State of New York, to recall how great have been the achievements of this institution of learning in the past one hundred years, let us not be dissatisfied with those. Let us

say, Yes, these men and women have done good things, great things and we are proud of them. But the real test and the real challenge is as to what these people, these young people and these people yet unborn, will be able to gain from Alfred, and will be able, going forth from Alfred, to give the whole nation. In other words, we are today, I think, pre-eminently putting our emphasis on the future rather than on the past. The past of this great country, and of this great Empire State, in which we sit today, is a glorious past, but it is only glorious because it opened the door to the future, and I think perhaps there never has been a period in American life when the educated young men and women had a greater opportunity to be of service to all of the people of the United States than they have in this generation.

I know that there are many people—I have been reading the newspapers, you know, for the last two or three days—who, apparently, think it is the duty of commencement speakers and baccalaureate preachers to say the young people are going forth into a world of chaos and confusion. Perhaps I am not simple enough to see that it is a world of chaos and confusion, but what I can see of this world indicates to me it is a world of tremendous possibilities, of great invitation to young people to come in, participate in, and take part in the life of the common people, to take part in the building up of these new fields of life, with which our ancestors were so well familiar. They were competent to take part in the building of the life of the nation which, after all, was nothing but an uncontrolled river, a stream uncharted. They were equipped and had the courage to take part in the development of that nation and they did very well by it, but the young people of this generation have an invitation, yes, more than an invitation, they have a demand, a pressing demand that they shall come forth from these years of opportunity for reflection, for study, for personal development and capacity and enter into the common life of the people and find a way by which we may make the utmost of this generation.

The forests are cut, yes; the rivers are charted; the fields have been ploughed; and most of the other places have been developed by the workers of modern society. But we have not yet become a truly civilized race; we have not yet taken advantage of all of the capacities that are within human beings as individuals and human beings as an

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organization. For instance, those who have studied in the laboratory under the microscope and under scientific instruction observe the capacities of human beings as they would study the capacities of the dog, or cat, or antelope, and have reported to us that the human being has capacities which he has never used and that the average human being never uses more than one twentieth of all of his capacities; that there are notes which can be sung which the human throat has never sung; that there are songs that can be heard which the human ear has never heard; that there are acts and behavior in advance of any the human being has ever yet performed, and which are quite within the capacity of the human being. In other words, there is a whole new empire of personal improvement and particularly social improvement which is still before us for pioneering indicating that this University, which has laid such stress on pioneering, has an obligation in the field of education and will continue with its pioneering in the field of the social relationships of man and will put forth as an aid to the stature of the people of these United States, people and groups who will be able to explore in the field of man's social relationships.

Now, these social relationships cannot be approached by anyone who is not really imbued with the highest ideals and with the deepest respect for the God-given possibilities of the human being. When we think of the capacities of the human being, most of us, I think, must realize that in these later days the dignity and worth of the human being has been somewhat impaired by our awkward and unreal social relationships, but that fundamentally and underlying our thinking about life today there lies this deep aspiration that you may recognize. The dignity and worth of each individual in our society must be preserved, not only your worth and dignity, and that is important too, but it is important also to recognize that the man who works repairing the railroad right of way has also dignity and worth to be respected and preserved; and that the farmer ploughing the fields and cultivating his crop today, far off from an institution of learning, has dignity and worth as a human being, as a soul. In a great Christian group like this I think I may say without offense, underlying a feeling of this kind there has been the conception of man, of the human being as having infinite worth and dignity. After all, Christ died for him. There are, therefore, implications in our attitude toward each other, and our



Centennial Commencement Exercises
Showing the Honorable Frances Perkins, United States Secretary of Labor delivering the Doctor's Oration

social relationships which must be based fundamentally on the concept that each human being is of tremendous worth and of tremendous dignity and possibilities, and we must learn to treat each other with this respect. We must learn to treat those who are poor, those who are outside of the ordinary happiness and responsibilities of what we call civilization, as though they too were on the way to the enjoyment of that civilization. Perhaps the greatest thing to which those who have had the benefits of education can devote themselves, in the next twenty or thirty years, is the concept of making our American society an inclusive society rather than an exclusive society; an inclusive civilization, a civilization in which things which are good, beautiful, and true, in which things that shall be useful to man are made available to the many rather than being reserved for the few. This is part of the Christian aspiration; this is part of the scholarly aspiration everywhere. It has been among the great contributions of the scholarly mind, I think, that it has never regarded anything as a civilization which has not continually striven to include more people within the embrace of knowledge and light. That is our duty. There is a great opportunity to build an inclusive civilization.

Ever since the barbarians destroyed the great Greek civilization, society has been moving toward the inclusive rather than the exclusive civilization. The Greek civilization was a beautiful civilization; there are some who say it was perfect within its small area, embracing the few people it embraced and depending on slavery rather than machinery as the basis for the production of the material necessities on which that civilization could live. But when those barbarians rushed in and ruthlessly destroyed that civilization, because it was so small and exclusive that it could not protect itself, ever since that day that civilization has been different. Penetrating the hoi-polloi, they destroyed it. We who stand here today are descendants in blood and learning from those who were among the destroyers of the Greek civilization, and we have benefited because we have absorbed it. We have made constantly more inclusive the duties, principles and wisdom that grew out of that Greek civilization, and the whole history of human society since that time has been a history of the struggle of mankind to be more inclusive in its civilization and less exclusive. Today we are in a position of peculiar capacity, of peculiar opportunity to re-

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spond to this challenge to make our human society more and more inclusive.

I want to congratulate all of the young people who are graduating from universities today, not only upon the fact that because of a change in the basic economic conditions there is a better opportunity for them to find a way of life, a way of living, almost immediately, but because they have open to them, by the opening of the human mind, the opportunity to explore and find the answer to the question, How shall we in the United States of America become a more inclusive society?

The realistic specifications as to what constitutes an educated citizen have never been defined, but the nearest approach to any such definition is a recognition of certain qualifications requiring enthusiasm for any educational program designed to prepare the citizen for a new social, scientific approach to problems of human relationships and problems of social and economic relationships. This is an essential thing, and is an antidote, perhaps to this great sectionalism that so often stands in our way in American life.

I think no one who has not recognized these relationships of people to the whole of society, is competent to deal, we will say, with the problems of Government in a developed and outstanding way. There are open to young people in the United States today opportunities to serve their country not only in the field of teaching, not only in the field of research, but in the field of human service through social agencies and through Government, for more and more we are recognizing our Government in this country as the instrument of cooperation between many people.

The scientific approach to our problems, including social, human problems, is one of the items which people everywhere must stress. It is the same as the scientific approach to a physical problem. First you must examine your data and state your objective. If you were building a bridge, in order that you might know how to proceed you would first examine the locality in which the bridge was desired; you would examine the terrain on both sides of the river or ravine; you would make an analysis of the soil and sub-strata; you would calculate with mathematical precision the stresses and strains which must be developed in order to make a span which would carry the load required to be carried by that particular span, and then you would begin to

study the materials. If you were building with due economy you would look to the use of local materials, materials that were close at hand and were available and could be had without too great an effort; you would know you had to build this bridge with the human beings who were available for the skilled work, for the designing and testing. So it is, I think, with all our social and human problems. We must approach the situation certainly with knowledge of what is required for the span that must be built and for the load that it will have to carry. What are the stresses and strains? They must be calculated in such economic and political terms as who are the people who are immediately available, and what are the materials with which we can work, for we cannot have materials made to order, and we cannot have human beings made to order. We must design and operate our social structure on the basis of the kind of people we have, and on the kind of capacity that our people have. Then, of course, I think that above everything else, in a modern approach, a modern and scientific approach to such a question, there must be a continual stressing of the capacity of people, the ability to do some one thing and to do it well and completely. That is perhaps basic in the demand that is made of all educated young people today.

We need not only thinkers—perhaps we need only a few thinkers—but we need a great many doers in American society today. One of the discouraging things—and I must say this with great frankness—with which a Government officer is faced, is the fact that there are so many people who can write out on a piece of paper an ideal state, an ideal solution for this or that particular economic or governmental problem, but so few who can actually take that problem, make the modifications, make the analysis necessary, and actually perform upon the program which they and others have in mind. Where everyone reads and writes and where free communications and a free press have made the over-statement of the possibilities of a case so commonplace many of us think because we have read in some publication that shorter hours and higher wages and abolition of child labor are among the desirable items of the social program in these days, that it has been done. It has not been done *in toto*, and the capacity to do it, to abolish child labor, to shorten hours, to pay decent wages and still turn out an article which can be sold on the market in competition with other articles of like nature or like usefulness, is a capacity which

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I think challenges the ability to do. These things are within our ideals. This is the great capacity which those who have been pledged to education are to think of as within their field of today. If they do not think it is within the field today and that they are capable of that kind of production, then the great post-graduate education, which is open to them, ought to be devoted to learning how to do within the field of those ideals. When I say that the opportunities for young people to pioneer as the people who founded this college and who founded this town pioneered in moral ideals and in the concepts of a free and broad education, their opportunity is perhaps greater than the opportunity of any other generation since the physical pioneers of America. All over the United States those opportunities are being accepted, the opportunities primarily to learn how to do the particular thing which will make this an inclusive civilization rather than exclusive.

We must in the next generation involve within our civilization and within the enjoyment of our civilization, every working man and working woman, every farmer on the farm, every day laborer on the farm, every small business man. The whole low income group of America must be and will be involved in our civilization. This is particularly a problem for the human beings who are today constituting the younger generation, and not only are the material things of life essential and necessary for the building of this civilization but also the spiritual things.

We know now how to use our rather widely distributed electric power and most of us have come to realize how civilizing are the agencies which can use electric power. We have come to a recognition that not only have the telephone and telegraph infinitely improved civilization and man's contact with man, but we have come to realize—and perhaps women can realize this more than anybody else—how electric power can be civilizing. Think of the people who live in the tropics or in the deep South, or in this part of the country, think of the difference it makes in their standard of living and capacity to perform according to their standard of living, to have electric refrigeration constantly under control by pressing a button. Think of all the great conveniences that have come to mankind by virtue of the discovery of rapid means of transportation such as the automobile.

Yes, you will tell me, it has increased crime and other problems.

True, but no audience such as this could be gathered one hundred years ago. Those people could not get here. I read in the little book your president sent me that people came on*foot begging a ride in a farm cart where they could. But only a few could ever get to this valley to take part in the educational life of this community. Think of what transportation has done to further civilization.

It is true the American people are today in the throes of an intellectual and moral upheaval, a change of ideas in the way of doing business, the scope and function of Government, the relation of employer and Government, the relation of employer and employee, the rules of Government and what an individual can and must do, for instance, as to the proper method of reconciling freedom and responsibility. All have been thrown into group and public discussion. It is a great tribute to the reasonableness of the American people that while in the midst of modern history there should be a re-valuation of life, and, requests for new anchors of faith, there have not been lacking a spirit of "give-and-take," a spirit of tolerance and a spirit of continued faith in the principles and practices of democracy. These things we have learned to know about ourselves. We are firmly grounded in American ideals and we are firmly grounded in our beliefs and in our adhesion to the principles and practices of democracy. We have not deviated from them in these years of stress, and this, I think, ought to place a solemn obligation on these young people who often think efficiency is all-important. Efficiency is not so important as the preservation of the human spirit and the preservation of human liberty and the liberty of the people freely to develop themselves, and, if not more important, perhaps as important, freedom to cooperate with each other and for themselves voluntarily. This discipline which makes cooperation possible of achievement makes for social good and for social improvement.

In times like these institutions of higher learning have an especially hard task but also an unusual opportunity. The process of education must also change if it is to be of maximum use to society, as times have changed. One of the most important tests is that in all learning there is to be discovery. The teacher and his students must become discoverers of what the students ought to be. The institutions of higher learning especially, have always in the world's history in

periods such as this become both laboratories of new ideas and testers of permanent values in transitional thought.

In this spirit and with this general purpose in view I want to present to you some of the ideas on the new aspects of the labor problem which I have been turning over in my mind for many months. It would be dogmatic not to consider that there must be in fact a real difference of opinion on these essential matters and about the best way of testing ideas. In order to achieve as good a life as possible for all the people of this country, the American people have an opportunity to reiterate their belief in their common purposes that the common good of all the people can and must prevail in America. That that is the purpose of our common democracy is self-evident. The American people through their Government have, particularly in the past years, set out to fashion an economic and political framework in which they could pursue their aims for their protection and in order to realize and promote the good purposes of as many people as possible.

Individuals have tended more and more to form themselves into groups in order to achieve their economic and social aims. In the course of the last fifty years we have witnessed an amazing growth of all sorts of associations for carrying on business, employers' associations, trade associations, farmers' associations, consumers' and cooperative associations, employees' associations, fraternal orders, patriotic associations, women's organizations and religious groups, all organizing for the purpose of promoting and achieving their particular aims without reference to the social aim, the general social aim of the community. Yet, all of them in their preambles have recognized the superior demands and necessities of life of all the people of the United States. In fact, in concept they dominate. The earlier philosophy that society was composed of separate individuals acting on their own behalf has been largely obliterated by this development of groups.

After one hundred years of democratic growth our so-called individualistic economic and political order became in reality more a system of groups unrelated in their actions and serving as essential links between the individual and the state. One who has observed the activity of the individual groups at Albany or Washington is aware that people in their corporate groups speak with a great deal more knowledge of what is for the best interests of their group than do people who speak in their individual capacities. All of us in America

belong to an infinite number of societies and groups and most of us have developed our thinking by the free exchange of opinions within those groups or societies, the particular groups to which we belong. These organizations have taken the place of the old-time meeting houses and the old cracker box discussions in the corner groceries in which our grandfathers enriched their intellectual capacity.

As American thought has grown broader and means of transportation have increased, we have tended to organize ourselves into groups small enough to debate and discuss the primary morals of such responsibilities, so it cannot be denied that the forming of functional groups in the last twenty-five years on the whole has been a picture of the struggle for group expression for all the people of the United States of America. This has been especially marked in the current growth and development of employer and employee relations in the field of industry. It is in that aspect I see most frequently both the value and hazard of this development, this conception of group expression of the needs of a group, and yet I think as we look at it we must believe and we must admit that this group expression, both on the part of employers and workers of their needs and aspirations has been on the whole good, informative, educative, and constructive. There has been a good deal of hysteria about it from time to time. There are people who think the conflict is greater than the cooperation. But I feel I ought to say to you, and there are some in this audience whose own experience will bear this out, that the examples of cooperation between employers and workers in the United States of America, even on the old basis, are more numerous than are examples of conflict. Conflict is temporary. The conflict, like all conflicts in American life, usually brings forth something which is constructive. It never was part of American life that we were to believe that we had to be unanimous. American political and social life would have been destroyed if we had ever accepted the idea that we had to have a unanimous report on anything. It is out of a divided report, it is out of a conflict of ideas, it is out of an honest difference of opinion and difference of interest that we come together to see conditions rightly and that we have brought forth new ideas, new solutions, new concepts of justice and a new type of performance. Let us never give up our concepts. Out of conflict constructive action can come for this is a

WEDNESDAY, JUNE TENTH

part of what the intellectual group can do to aid American life. The decencies, of course, must be preserved. Let us debate our differences of opinion with honor, with respect for truth, with scruples; let us never demolish our adversary by unfair methods or by unscrupulous and ruthless attacks on him or her, but let us demolish him with an honest attack, so that people will better know the truth. This is true of all groups, the special interests of those who have something to gain in the matter of power that is obscured, or where clarity of vision is needed, and this is where the educated person comes in. This is the contribution intellect has to make to American society today, to analyze all the problems, to see the truth is not obscured by special interests. We shall make more progress if society be devoted to principles of cooperation, based on knowledge and truth, and if we make our decisions on the basis of facts. If it works we can adopt it, and if it does not work we can modify it. This is where the true American approach to the solution of our social, political, and economic problems lies. Let us analyze the problem; let us state the facts and let us have respect for fact and truth. Let us help the people around us to know how to put the test of evidence to every fact which may be brought forth as bearing on the problem in hand. Let us put to all these questions that arise in modern society the tests and analyses we would put to any half truth or any statement of fact which was propounded in a laboratory or in a classroom, and then having stated these facts let us proceed to design the structure which, based on these facts, will carry us over. As we look at the problems of American society today and realize that they are social quite as much as they are individual let us renew our faith as educated people in the possibilities of cooperation for the solution not only of spiritual and intellectual problems, but for the solution of economic or social and political problems. As we think of the aspirations of American life for the next generation, let us not forget that these aspirations, however high sounding they may be, boil down to certain specific problems about which we must be not only informed but within which we must be competent to perform. These are the aspirations primarily of building up in American society a high income level for all of the people. When we think of the population of the United States of America and realize that twenty million families live below the income level of \$2,000 a year, that eleven million of those live below the income level of \$1,000 a year; when we

realize that but a few thousand families, I think it is 160,000 families, live above the level of \$25,000 a year, we realize that it is amongst the many we must look for the improvement of our civilization rather than amongst the few in the higher income levels. We realize, too, that in the thought of the maintenance of our economic life and of a balanced economic life, we must look continuously to the development of the purchasing power of man to buy the products of our great manufacturers, of our great organized farms, and to take up the slack of our distributive systems. It is to the many we must look for the consumption of the products of our country which we have been so consistent in developing. We look forward to American life and a continually improving income level for those who are now in the lower income groups; we look forward also to a continuous, steady income for the people of our country rather than to the intermittent and broken and unsecured annual income. We look forward consistently, I think, as an American people, to a program of justice which recognizes that it is those who are old and without savings to defend them against poverty, those who are sick and without savings to defend them against sickness, those who are unemployed through no fault of their own, and therefore without economic defenses against poverty who are hitting at the very heart of our corporate life.

As we look at all these problems in American life, we recognize that the development of a society making for security against those evils offers opportunity for the greatest service which young people can render to their country. Do not think these items have been accomplished just because some of us in high places rise up and say we believe in abolition of child labor, in short hours, and in social equality. They have not been done. The door has been opened and that is all. It is the opportunity of this generation to move in. In this great country, involving millions and hundreds of millions of human souls, it is the opportunity of this generation to make this country truly an abiding place for the spirit which formed this University.

ANNOUNCEMENT OF THE MEMORIAL CARILLON

President Norwood

For a number of months, I might almost say for a year or two, and it goes even back of that, a group of enthusiastic and hard working alumni has been looking toward the securing of a carillon for the Alfred University campus, this carillon to be a memorial down through the years to President-Emeritus and Mrs. Boothe Colwell Davis.

Including the senior gift, some \$1300 or \$1400 have been received toward this objective. The plan is to purchase a famous Belgian carillon cast by Dumery, in 1776. This is not only a rare musical instrument but an object of art that will be unique on this continent. Dumery carillons are among bells what Stradivarius violins are among violins. This particular carillon was awarded the grand prize at the World Exposition in Brussels in 1935. It is hoped that this instrument may come to be recognized as a monument to Alfred's first century, binding together the past with the present and sounding a ringing challenge to the future. Hung in a singing tower on the slope of Pine Hill it will stand both a tribute of love and appreciation to President-Emeritus and Mrs. Davis and a fitting symbol of their great achievement in shaping the common materials of life into forms of harmony and beauty. It will be a living emblem of the spirit of Alfred. The carillon has been secured. A committee of trustees has been appointed to cooperate with the alumni group in taking charge of the matter from this point on until the carillon has been paid for and installed.

ANNOUNCEMENTS OF HONORS AND AWARDS

SENIOR HONORS

Magna Cum Laude

Mildred Irene Gage
 Craig Argyle Gathman
 Elizabeth Aileen Hallenbeck
 Norman Eugene Isaman
 Marion Catherine O'Connor
 Dorothy Lucile Saunders
 Rae Whitney

Cum Laude

Betty Marie Augenstine
 John Taylor Beers
 Thelma Brasted
 Frances Millicent Douglass
 Preston Wesley French
 Lee Minor Hedges
 Arthur Curtis Jackson
 Leslie Francis Pither

Departmental Honors

DeForest Myhers Angell	in <i>Chemistry</i>
Betty Marie Augenstine	in <i>Biology</i>
Thelma Brasted	in <i>Romance Languages</i>
Preston Wesley French	in <i>General Technology and Engineering, and in Chemistry</i>
Mildred Irene Gage	in <i>Mathematics, in Physics, and in Philosophy and Education</i>
Craig Argyle Gathman	in <i>Biology and in Chemistry</i>
Elizabeth Aileen Hallenbeck	in <i>Mathematics</i>
Lee Minor Hedges	in <i>General Technology and Engineering</i>
Marguerite Jane Hyde	in <i>Romance Languages, and in Classical Languages</i>
Norman Eugene Isaman	in <i>History and Political Science, and in Economics</i>
Arthur Curtis Jackson	in <i>General Technology and Engineering and in Chemistry</i>
Gladys Irene Neu	in <i>Romance Languages, and in Classical Languages</i>
Marion Catherine O'Connor	in <i>History and Political Science, and in English</i>
Leslie Francis Pither	in <i>Glass Technology</i>
Harold David Prior	in <i>General Technology and Engineering</i>
Doris Elizabeth St. John	in <i>English</i>
Hurd Winter Safford	in <i>General Technology and Engineering</i>
Dorothy Lucile Saunders	in <i>Romance Languages and in English</i>
Ruby Gertrude Way	in <i>English</i>
Rae Whitney	in <i>Biology</i>

WEDNESDAY, JUNE TENTH

ALUMNI AWARDS

The Alumni Association of Alfred University

For outstanding service to his Alma Mater is pleased to make this

Citation Award to Orra Stillman Rogers

who for over thirty years has been a member of the Board of Trustees of the University, and for fourteen years the President of that Board. During this near third of a century he has given unselfishly of his time, effort and substance, and has worked tirelessly with the presidents, and other officers, and friends of the University to bring it to its present stability, size, and influence in the educational world.

The Alumni Association of Alfred University

For outstanding services to his Alma Mater is pleased to make this

Citation Award to Curtis Fitz Randolph

who is completing his twenty-fifth year as Treasurer of this University, and who by his industry, care, business ability, and good judgment has carried the institution through the sunshine and storm of these years with a balanced operating budget. With all this, moreover, he has won and kept the respect and love of the students, faculty, alumni, and friends.

WEDNESDAY, JUNE TENTH

CONFERRING OF DEGREES IN COURSE

Upon recommendation of the Faculty the following candidates were presented by the respective deans of the colleges and the appropriate degrees were conferred upon them according to their courses of study.

COLLEGE OF LIBERAL ARTS

Bachelor of Arts

Harold Leslie Alty	Edith Marie Phillips
John Taylor Beers	Bruce Homer Potter
Thelma Brasted	Verna Marguerita Quimby
William Diedrich Bruns, Jr.	Helen Josephine Rey
Thelma Lucille Clarke	Avery Benjamin Robinson
Martha Marie Cornish	Albert John Rovegno
Jack Loving Edleson	Doris Elizabeth St. John
Sidney Saul Fine	Sydney Oscar Sancomb
Bernard Arthur Gere	Kenneth Ernest Sanderson
Harriet Anastasia Gover	Reginald Edward Sanderson
Ruth Irene Harrington	Dorothy Lucile Saunders
Charles Delos Henderson	Margery Kimball Sherman
Marguerite Jane Hyde	Doris Berta Smith
Norman Eugene Isaman	Mildred Viola Smith
Carolyn Margaret Moran	Bernice Cecilia Tanner
Gladys Irene Neu	Patrick John Tisi
Marion Catherine O'Connor	Ruby Gertrude Way
Miriam Adele Parker	George Stickney Wilson

Bachelor of Science

Bernard Alexander	Mildred Irene Gage
Karol Ignacy Andrijew	Craig Argyle Gathman
DeForest Myhers Angell	Frank Giannasio
Betty Marie Augenstine	Isadore William Godfried
Mary Alice Bardeen	Charles Goldberg
Barbara Bastow	Louis Thomas Granger
Marguerite Estelle Baumann	Henry Clifford Hackett
Bernard Berger	Berenice Emily Hall
Edwin Leroy Brewster	Elizabeth Aileen Hallenbeck
Gerald Frederick Burdick	Eric George Hodges
James Joseph Capasso	Robert Knibloe Howe
Wilson Robert Conrad	William Joseph Hughes, Jr.
William Lynn Davison	Clarence Edward Koby
Leslie Edsall	Joseph Kuite
Basil Burdette Emerson	John Bernard Labourr
Elias Nathan Fass	Edward Bradley Lerz

Francis Corwin McAndrews
Marie Grace Marino
William Beecher Mason
Margaret Moogan
Burdette Roland Nash
Leman Winfred Potter
Frank Richard Romano
James Joseph Scielzo
Jeanette Harriett Smith

Phillips Perry Smith
Harold Maurice Syrop
Samuel Harry Topper
Sidney Stanley Tover
Eugene Taylor Van Horn
Irvin Ferdinand Weiss
Arthur Hammond Whaley
Rae Whitney
George Woloshin

NEW YORK STATE COLLEGE OF CERAMICS

Bachelor of Science

Department of General Technology and Engineering

Philip Morgan Bennett
John Seward Besley
Robert Lewis Childs
Robert Emmett Cooley, Jr.
Morriss Corbman
Joseph Eugene Deegan
Theodore Oscar Engelder
Charles Edwin Evans
Preston Wesley French
James Arthur Gibbons, Jr.

Elliot VanCleaf Haines
Donald Hayward
Lee Minor Hedges
Arthur Curtis Jackson
Charles Nelson Jewart
Charles Major Lampman, Jr.
Edwin Lewis Phillips
Harold David Prior
Hurd Winter Safford
Joseph Anthony Sarandria

Stuart Christian Schatz

Department of Glass Technology

Lewis Martin Austin
Morris Aaron Cutler
Armand Leon Houze, Jr.
Lester Peter Kohn
Eric Helge Loytty
Robert Smith Murray
John Condict Nevius

Eugene Cowles Ostrander
Leslie Francis Pither
Maurice Richard Potter
Elmer Edward Rosenberg
Louis James Schiffner
Draper Battin Smith
Ludwig William Vogel

Department of Ceramic Art

Margaret Anna Barvian
Thelma Mary Bates
Virginia Page Bragg
Helen Elizabeth Crafts
Rose DeRossi
Frances Millicent Douglass
Doris Potter Earl
Adelaide Ranlet Horton

Mary Ernestine Keppen
Bernice Beth Mautner
John Albert Muffitt
Helen Victor Palmer
Mary Martha Radder
Julia Louise Rodier
Dorothy Grace Rotmans
Frank Lynn Smith

Jean Patricia Stull

WEDNESDAY, JUNE TENTH

CONFERRING OF THE PROFESSIONAL DEGREE

John Milton McKinley was presented for the professional degree of Ceramic Engineer by Professor S. R. Scholes.

CONFERRING OF HONORARY DEGREES

John Gilbert Spencer was presented for the honorary degree of Doctor of Divinity by Chaplain James C. McLeod. In conferring this degree President Norwood said:

Son of Hobart College and of the Berkeley Divinity School, friend and promoter of the interests of Alfred University, beloved minister, executive and ecclesiastical leader in your own great communion, public-spirited, self-sacrificing director of varied civic and charitable activities, Alfred University takes pleasure in adopting you as one of her honorary alumni.

Therefore, by the authority of the Trustees of Alfred University, I admit you, John Gilbert Spencer, to the degree of Doctor of Divinity, *honoris causa*, in this University with all the rights and privileges thereunto appertaining, and in token thereof I cause you to be invested with the hood of this degree, and present you with this diploma.

Susan Howell Ames was presented for the honorary degree of Doctor of Humane Letters by Mrs. Shirley McConnell Brown, a trustee of Alfred University. In conferring this degree President Norwood said:

Famed daughter of Alfred, in welcoming you back once more to the scenes of your childhood, in recognizing you as an earnest worker for those in need, as a friend of youth in its desire for an education, as a lover of beauty and a promoter of its manifold expression; in expressing in this way the gratitude of your Alma Mater for the many outstanding evidences of your loyalty and thought, Alfred University honors itself.

Therefore, by the authority of the Trustees of Alfred University, I am happy to admit you, Susan Howell Ames, to the degree of Doctor of Humane Letters, *honoris causa*, in this University with all the rights and privileges thereunto appertaining, and in token thereof I cause you to be invested with the hood of this degree, and present you with this diploma.

WEDNESDAY, JUNE TENTH

Arthur Eugene Baggs was presented for the honorary degree of Doctor of Humane Letters by Professor Marion L. Fosdick. In conferring this degree President Norwood said:

Son of forbears whose interests had long been enmeshed with those of Alfred University, nationally known master of the mysteries of the ceramist's art and craft, leader in many a brilliant advance in that field, friend and disciple of our colleague, the late Dr. Charles Fergus Binns, Alfred delights to welcome you back to the campus so familiar to you and to bestow on you this mark of her admiration.

Therefore, by the authority of the Trustees of Alfred University, I admit you, Arthur Eugene Baggs, to the degree of Doctor of Humane Letters, *honoris causa*, in this University, with all the rights and privileges thereunto appertaining, and in token thereof I cause you to be invested with the hood of this degree, and present you with this diploma.

Frances Perkins was presented for the honorary degree of Doctor of Laws by Dean Dora K. Degen. In conferring this degree President Norwood said:

Daughter of Mt. Holyoke College and of the University of Pennsylvania, Alfred University enjoys a unique honor in your presence here today. It is honored because of the fine address just delivered to this Commencement audience; because of the quality of your life, and the quality of your work as a writer, orator, and leader in the slow task of improving the lot of the less fortunate of our race; and because of your appointment, after many years of splendid service to our own State of New York, to your present exalted position in the Cabinet of the President of the United States.

Therefore, by the authority of the trustees, I am privileged to confer on you, Frances Perkins, the second woman in the history of Alfred University to receive it, the degree of Doctor of Laws, *honoris causa*, in this University, with all the rights and privileges thereunto appertaining, and in token thereof I cause you to be invested with the hood of this degree, and present you with this diploma.

ALMA MATER

Nestled away 'mid the Empire State hills,
'Neath the watch-care of sentinel pines,
Where the murmuring song of the brook hums along,
And a favoring sun ever shines;
In a valley so fair where the forest trees share
Dominion o'er hillside and glen,
Stands the pioneer college of Western New York—
Alfred, the mother of men.

Chorus

Hail, to thee, Alfred, thou guide of our youth,
Sweet, benign Mother, all hail!
Sing out thy anthems of duty and truth;
May thy clear ringing music ne'er fail.

She was founded in toil, cemented with blood,
And nurtured thro' yearnings and tears,
Her treasure the hearts of brave heroes who stood
Undaunted throughout trying years;
Each stone was a prayer and her battlements there
Have mem'ries of purposes strong,
Staunch daughters and sons are her monuments fair,
And they lift up the grateful song.

Others may boast of prestige and size,
Of numbers and treasure and fame,
But Alfred's pride lies in manhood's clear eyes,
And womanhood's high stainless name.
O Alfred we say, Alfred now and for aye,
Kenyon and Allen and Main,
Then Davis, and Titsworth, and Norwood today
Her honor and power maintain.

WEDNESDAY, JUNE TENTH

Afternoon

THE PRESIDENT'S RECEPTION

Susan Howell Social Hall

RECEIVING

President and Mrs. J. Nelson Norwood
President-Emeritus and Mrs. Boothe C. Davis
The Honorable Frances Perkins
Dr. Frank Pierrepont Graves
Dr. Dixon Ryan Fox
Mr. and Mrs. William L. Ames
Dr. and Mrs. Orra S. Rogers
Dr. and Mrs. Thomas J. Watson
Dr. and Mrs. Ross C. Purdy
Dr. and Mrs. John G. Spencer
Dean and Mrs. Major E. Holmes
Dr. and Mrs. Arthur E. Baggs
Dean and Mrs. Ahva J. C. Bond
Mr. and Mrs. John M. McKinley
Mr. and Mrs. Ernest H. Perkins
Mr. Robert Murray,
 President of the Senior Class
Miss Barbara Bastow,
 Secretary of the Senior Class

ASSISTING

Mrs. James C. McLeod
Mrs. Charles R. Amberg
Mrs. Alfred E. Whitford
Dean Dora K. Degen
Mrs. M. Ellis Drake
Mrs. Winfred L. Potter
Mrs. Cortez R. Clawson
Mrs. Waldo A. Titsworth
Mrs. Beulah N. Ellis
Mrs. Samuel R. Scholes
Mrs. Robert Campbell
Miss Eva L. Ford
Mrs. Paul E. Titsworth
Mrs. Paul C. Saunders
Mrs. Murray J. Rice
Mrs. E. Fritjof Hildebrand

TURNING TOWARDS THE FUTURE

By six o'clock on the evening of Wednesday, June the tenth, the Centennial celebration was ended. Alfred had considered again, had consciously re-lived its past. The men and women of other days with their scholarship, their earnestness, their primitive implements, their rugged moralism, their patriotism, their glad but costly sacrifices, their wonderful ability to do much with little, and their triumph over all obstacles and discouragements had inhabited again their old haunts around "the belfry on the hill." We had lived with them, made their acquaintance or renewed acquaintances with them. It was as if a man in active adult life had revisited the scenes of his childhood and had again steeped himself in the life of father and mother, brothers and sisters, play-and school-mates, and all the richer delights memory repainted for him of the dear old, happy home. He is reminded of his rich inheritance. He is surprised to find his larger self, to get acquainted with himself in his long-time relationships. He goes forward with new courage, new respect for himself and his heritage. His future will enlarge through his rediscovery of and his new connection with his own worthy past.

So it will be with the alumni, faculty, students, friends of Alfred University. We are all bigger, richer, stronger because we have lived thus for a time with our larger selves. We did not fully realize that we had such a glorious past behind us. Our spirits are enlarged; our souls are refreshed and nourished. We shall turn to the future surer of ourselves, determined that just as our forbears could not be defeated, we shall not be.

We look beyond the homespun, the out-moded cut, the primitive homes, the circumscribed physical existence that were theirs, to their perennial faith and courage. We marvel at the foundations they so prayerfully laid. Standing on those foundations we can look forward to a still richer, truer, more serviceful Alfred as that Wednesday evening recedes into the past and we begin to count off the years of the new century.

DELEGATES

COLUMBIA UNIVERSITY, 1754

Bayard T. Haskins, A.B.

RUTGERS UNIVERSITY, 1766

Professor-Emeritus Alfred A. Titsworth, M.S., C.E., D.Sc.

WASHINGTON COLLEGE, 1782

George Emmett C. Kauffman, B.S., Alfred University

UNION COLLEGE, 1795

President Dixon Ryan Fox, Ph.D., L.H.D., Litt.D., LL.D.

HOBART COLLEGE, 1822

George Arnold Roberts, A.B.

MARIETTA COLLEGE, 1835

Milton Brown, A.B.

UNIVERSITY OF BUFFALO, 1846

Dean Julian Park, Ph.D.

OTTERBEIN COLLEGE, 1847

Professor G. Stewart Nease, M.A., Ph.D., Alfred University

ELMIRA COLLEGE, 1855

President William S. A. Pott, B.A., M.A., Ph.D.

PENNSYLVANIA STATE COLLEGE, 1855

Erle M. Myers, B.S., Alfred University

CORNELL UNIVERSITY, 1865

Dean Robert Morris Ogden, A.B., Ph.D.

DREW UNIVERSITY, 1867

The Reverend Roland H. Cortright, B.D.

UNIVERSITY OF CHATTANOOGA, 1886

The Reverend Noel H. Cardwell, A.B., S.T.B.

KEUKA COLLEGE, 1888

President J. Hillis Miller, A.M., Ph.D.

RHODE ISLAND STATE COLLEGE, 1892

Assistant Professor Donald E. Stearns, B.S., M.S.

HARTWICK COLLEGE, 1920

C. B. Cornell, Ph.D.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF
SCIENCE

Dean Robert Morris Ogden, A.B., Ph.D.
Cornell University

AMERICAN CHEMICAL SOCIETY

Professor Wilder D. Bancroft, Ph.D., D.Sc., LL.D.
Cornell University

AMERICAN PSYCHOLOGICAL ASSOCIATION

Professor Forrest Lee Dimmick, Ph.D.
Hobart College

AMERICAN SABBATH TRACT SOCIETY

Corliss F. Randolph, A.B., A.M., LL.D., L.H.D.
Plainfield, New Jersey

ASSOCIATION OF AMERICAN COLLEGES

Dean Robert Morris Ogden, A.B., Ph.D.
Cornell University

JOSEPH DAVIS TRUST

William T. Whitley, M.A., LL.M., LL.D.
London, England

UNITED CHAPTERS OF PHI BETA KAPPA

President William S. A. Pott, B.A., M.A., Ph.D.
Elmira College

CENTENNIAL ORGANIZATION

HONORARY CHAIRMAN

President-Emeritus Boothe Colwell Davis

TRUSTEES' COUNCIL

Orra S. Rogers, Boothe C. Davis, C. Loomis Allen

CHAIRMAN

President J. Nelson Norwood

EXECUTIVE VICE CHAIRMAN

Dean Alfred E. Whitford

GENERAL PLANNING COMMITTEE

J. Nelson Norwood, *Chairman*

C. Loomis Allen
Barbara Bastow
Ahva J. C. Bond
Archie E. Champlin

Dora K. Degen
M. Ellis Drake
Major E. Holmes
James C. McLeod
Robert S. Murray

Ernest H. Perkins
Patrick J. Tisi
Waldo A. Titsworth
Alfred E. Whitford

GENERAL COMMITTEE

Alfred E. Whitford, *Chairman*

C. Loomis Allen
Barbara Bastow
Ahva J. C. Bond
Wendell M. Burditt
Burton B. Crandall
Dora K. Degen
M. Ellis Drake

Marion L. Fosdick
E. Fritjof Hildebrand
Major E. Holmes
Frank E. Lobaugh
James C. McLeod
Robert S. Murray
J. Nelson Norwood
Paul B. Orvis

Ernest H. Perkins
Clifford M. Potter
Mary K. Rogers
Willis C. Russell
John R. Spicer
Patrick J. Tisi
Waldo A. Titsworth

SPECIAL COMMITTEES

Alumni Functions

DINNER

Clifford M. Potter, *Chairman*

C. Loomis Allen

Agnes K. Clarke

Margaret E. Larkin

PROGRAMS

Dinner

Ernest H. Perkins

COMMITTEES

Public Session

Agnes K. Clarke
M. Ellis Drake, *Chairman*
John R. Spicer

Reunions

C. Loomis Allen
M. Ellis Drake, *Chairman*
Margaret E. Larkin

DECORATIONS

Eva L. Ford
Marion L. Fosdick, *Chairman*
Clara K. Nelson
Donald Schreckengost

EXHIBITS

E. Fritjof Hildebrand, *Chairman*

CHRONOLOGICAL

Ruth P. Greene
Flora S. Groves
Lucile B. Knapp
R. Arta Place
Ruth A. Rogers

CAMPUS BUILDINGS AND GROUNDS

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Anna M. Campbell
Erma B. Hewitt
Clifford M. Potter

COLLEGE OF CERAMICS

Robert M. Campbell
Marion L. Fosdick

THE BRICK

Margaret M. Wingate
Helen A. Cottrell

SCHOOL OF AGRICULTURE

Paul B. Orvis

ATHLETICS

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GOTHIC

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ALUMNI

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J. Nelson Norwood, *Chairman*
M. Ellis Drake
Major E. Holmes
James C. McLeod
Ada B. Seidlin
Waldo A. Titsworth
Alfred E. Whitford
Ray W. Wingate

COMMITTEES

HISTORICAL VOLUME

J. Nelson Norwood, *Chairman*

Boothe C. Davis

M. Ellis Drake

HISTORY OF THE CELEBRATION

Willis C. Russell, *Chairman*

RECORD

Willis C. Russell

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Gilbert W. Campbell

James C. McLeod

HOSPITALITIES

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C. Loomis Allen

M. Ellis Drake

Major E. Holmes

BADGES, SIGNS, AND MARKERS

Joseph Seidlin

MARSHALS

Clifford M. Potter, *Chairman*

Charles R. Amberg

PAGEANT

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Bernard Alexander

Harry C. Greene

Fred M. Palmer

Leon B. Bassett

Elizabeth D. Lobaugh

L. Ray Polan

Elsie Binns

Grace H. Nease

Ruth M. Reynolds

Russell A. Buchholz

Clara K. Nelson

Elbert W. Ringo

Helen A. Cottrell

Robert Greene, *Consultant*

Ruth Dare Whitford

SCRIPT

Elsie Binns, *Chairman*

Helen A. Cottrell

Ruth Dare Whitford

MUSIC

Ruth M. Reynolds, *Chairman*

Ada Becker Seidlin

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Elsie Binns
Donald Schreckengost
Elsie F. Bonnet

EDITING AND PRINTING

John Reed Spicer

CASTING AND DIRECTING

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Ruth M. Reynolds

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Grace Atwater
Belle S. Bassett
Austin D. Bond
Edwin L. Brewster
Flora Burdick
Mord L. Corsaw
Elizabeth Jane Crandall
Bernard A. Gere
Frederick Hoey
Robert K. Howe
Marietta H. McGraw
William B. Mason
Phebe H. Polan
Kaspar O. Myrvaagnes
Ann Scholes
Lois B. Scholes
Mary Lee Stillman
Phalla A. Stillman
Bernice C. Tanner
Helen W. Thomas
Hazel S. Truman

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Grant Crandall
Harry C. Greene, *Chairman*
Archie M. Chisholm
Henry C. Hunting
Philip B. Post

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Margaret Chester
Bernard Alexander, *Chairman*
Birnie Edridge
John Norwood

INTERCOMMUNICATION SYSTEM

Leon B. Bassett

AMPLIFYING SYSTEM

Fred M. Palmer

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Hazel Humphreys
Birnie Edridge, *Chairman*
Jack G. Merriam
George S. Robinson
Rachel F. Saunders
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For Part One

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Imogene Carpenter	Roca Marvin	Helen W. Thomas
Hazel Corsaw	Gladys Myers	Eva S. Vars
Burton B. Crandall	Maurice Patterson	Emma B. Wheaton
Edith Dudley		Rae Whitney

For Part Two

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Margaret L. Cudworth	Rene L. Richtmyer	Ruth Wilson

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Leo F. Butler	Jack G. Merriam	Ellen J. Sherwood
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Ruth B. Davie	Margaret Moogan	Madelia Tuttle
Helen C. Ehrhorn	Benjamin M. Racusin	Joyce Wanmaker
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Bernard A. Gere		Jean F. Williams

FINANCE

L. Ray Polan

PUBLICITY

Helen A. Cottrell

Ruth Dare Whitford

PRINTING

John R. Spicer, *Chairman*

J. Nelson Norwood

PUBLICITY

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Hubert D. Bliss
Hannah S. Burdick

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Frank A. Crumb
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Chaplain and Mrs. James C. McLeod

Dean and Mrs. M. Ellis Drake

Registrar and Mrs. Waldo A. Titsworth

Dean and Mrs. Major E. Holmes

Dean and Mrs. Alfred E. Whitford

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Lavinia E. Creighton

Samuel R. Scholes

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Leland E. Williams

Barbara Bastow

John Young

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Professor and Mrs. Charles R. Amberg

