

THE STATION NEWS

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Geneva, N.Y.

AN INTERESTING program was presented at the Staff meeting on Monday. Mr. Slate told something about his work with zinnias; Mr. Munn spoke on "Some Seed Facts", describing briefly the high lights in the seed inspection work; Mr. Gloyer discussed certain phases of his investigations with beans; Dr. Carpenter outlined the present status of the casein problem; and Dr. Anderson reported on his investigations with plant sterols.

Following the Staff meeting, Dr. H. L. Fairchild, Professor of Geology at the University of Rochester, gave an interesting account of the geological history of New York, particularly of the Finger Lakes region.

THE NEWS takes pleasure in presenting in a supplement to this number extracts from an address delivered last Monday by Dr. Jordan at the commencement exercises at the University of Maine. In this form, the summary of his remarks is altogether inadequate to do the subject justice, but space limitations prevent the reproduction of the entire address. The occasion was the fiftieth anniversary of Dr. Jordan's graduation from the institution and was a fitting tribute to his steadfast interest in his Alma Mater.

MRS. THATCHER leaves tonight for Ann Arbor where she will attend Miss Lida Thatcher's graduation from the University of Michigan next Monday.

MR. DAHLBERG spent part of last week in attendance on the annual meeting of the American Jersey Cattle Club in New York City.

DR. LICHTENBERGER, Director of the Dairy Machinery Institute of Kiel, Germany, was a visitor at the Station on Monday. Dr. Lichtenberger is spending four months in this country on a Rockefeller traveling fellowship.

MR. COLLISON has been confined at the Clifton Springs Sanitarium for the past several days for medical treatment.

THE VACATION season has been officially opened with Miss Sperry's departure today with a party of friends for a trip to Bermuda. The NEWS will suffer materially while deprived of her efficient and kindly ministrations, but her rest is well earned and we extend best wishes for a pleasant trip.

DR. THATCHER AND MR. PARROTT are attending a meeting of the New York State Cannery Association in Syracuse today.

MRS. G. L. A. RUEHLE called on friends in the Administration Building one day last week on her way home thru Geneva from a visit in the East. As Miss Terwilliger, Mrs. Ruehle served for several years as Dr. Jordan's Secretary. Mr. Ruehle was formerly an assistant in the Bacteriological Department and is now employed at the Michigan Agricultural Experiment Station at Lansing.

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WORD has been received from Dr. Hucker that Mrs. Hucker and he expect to return to Geneva the latter part of this week. Mrs. Hucker's sister will probably come back with them for a visit.

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THE COMMITTEE in charge of the Station picnic state that the date has been definitely fixed for Friday, June 19, and that the time of assembly is 3:30. The place is the Station pasture. In addition to the one and only really important event in any picnic, namely, the supper, which the Committee assures us will meet every expectation, other features of the afternoon will be free boat rides on the Station "lagoon", donkey (?) rides for the children(?); and a ball game between picked teams representing the Chemistry Building and the Biology Building and Jordan Hall. While the opposing managers of these two aggregations of athletes are not yet ready to commit themselves, it is rumored that the opposing batteries will be Wheeler and Van Slyke for the Chemics and Thatcher and Hedrick for the Biologics. Other events are being planned which will insure entertainment for one and all.

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BOYS WILL BE BOYS. The beginning of this story goes back several years to the time that the Station purchased a Dictaphone, an instrument which, according to the pictures in the advertisements, permits the over-worked business man to record his dictation on a wax cylinder similar to that used in an old-fashioned phonograph, while his equally over-worked stenographer catches up on her typing, etc. Later she runs the "record" thru the instrument which reproduces the dictation. Either experiment station directors do not fall in the category of O.-W. B. M., or experiment station stenographers never lag behind in their typing, or for some other equally good reason the Station's Dictaphone has languished for some years in storage. Coming down to the present, Mr. Patchin the other day conceived the idea of capturing some of the alluring strains that come over his radio on the wax cylinders of the Dictaphone. Acting on this brilliant conception, he rescued the instrument from its seclusion, and doubtless in the near future the hours of toil in Jordan Hall will be enlivened by strains of the best music that radio broadcasting stations supply their patrons, for Mr. Patchin assures us that he will have nothing but the best on his records.

OBLIGATIONS RESTING UPON

THE LAND GRANT COLLEGE

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Extracts from an Address Delivered by  
Dr. W. H. Jordan at the 1925 Commence-  
ment of the University of Maine at  
Orono on June 8.

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It is recorded in the annals of this University that fifty years ago a few alumni here today received their diplomas at the hands of the Maine State College. Your speaker is one of that number. It is fitting, therefore, for him to express his deep appreciation of the peculiar honor and privilege in being permitted to participate in these exercises. An experience of this kind is Providentially accorded to but few.\*\*\*\*\*

We are assembled today at an institution which is the recipient of support by the nation and state. Like the public schools, it is by origin and conduct, a part of the state government. It is, therefore appropriate to recall in this connection two notable events that have had great influence on the development of education in the United States. The first was the action in 1787 of the Congress of the Confederation providing for the government of the Northwest Territory by setting aside public lands for the support of education and religion. This was the first Land Grant Act.\*\*\*\*\*

The second event, lacking nothing of the first in breadth and dignity of purpose, was the so-called Land Grant or Morrill Act, adopted by Congress in June, 1862. The heart and soul of this measure are found in the following mandate as to the use to which the several states shall apply the proceeds from the sale of public lands donated to them, "for the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the Legislatures of the States may respectively prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."\*\*\*\*\*

The new colleges established under the original Land Grant Act were mostly organized previous to 1870. They have now been in existence nearly seventy years.\*\*\*No argument is needed to demonstrate the great influence these institutions now have, touching as they do individual and community life at many points. They are to be reckoned with as an active agency in our economic and social development. It is important to inquire, therefore, the nature of the service which this great educational force should render.\*\*\*\*

These colleges began their work in the midst of a reaction against the higher education as an aid in practical affairs. Men whose utterances gave direction to world thought advocated radical changes in college curricula, declaring that the prevailing type of college and university courses of study were of little value.\*\*\*Such views as these, which reached the common understanding with a distorted meaning, the widespread caricatures of absent-minded, impractical,

college professors and the absence of evidence visible to the uneducated that learning is useful combined to create a popular distrust of college education.\*\*\* The three R's were declared to be all the education needed for practical success.\*\*\*

A fact of great significance, and one we now propose to consider is the gradual development in the Land Grant institutions of a broader conception of the essentials of education than at first prevailed.\*\*\*

What are the changes which now force themselves upon our attention? What shall we say of agriculture? Simply this, that it has entered into new and broader relations. These may all be covered by the statement that it has emerged from comparative isolation into national, even world, contacts.\*\*\*

The importance of the drift toward broader courses of study is seen in the demands upon leadership which the graduates of Land Grant Colleges have attained.\*\*\* This leadership is the finest fruit of the Land Grant Act. It should be competent and competency to meet existing conditions includes much more than vocational techniques.

An obligation resting upon the Land Grant Colleges, second to no other in importance, is the maintenance of agricultural research.\*\*\* The outposts of agricultural science have been advanced all along the line, the farmer has been successfully defended against serious evils and agricultural practice has been enlightened. It must be confessed, on the other hand, that there has been a vast waste of means and energy through a failure to reach results of permanent value.\*\*\*Perhaps this waste was to be expected at first of an enterprise which the nation was poorly equipped to undertake. It is probably not wholly unavoidable even now.

The reasons for such failures are not far to seek, the main one being the scarcity of men properly fitted to enter this field of scientific inquiry.\*\*\* The responsibility, or at least, the explanation, of the paucity of well trained men possessed of the research spirit is in part found in the fact that during a large part of their existence the Land Grant Colleges have not stimulated this spirit or nourished its growth.\*\*\*Other causes besides the lack of well trained men have contributed to the failures of the Stations, among which have been leading members of the staffs, supposed to carry on research, with other duties such as teaching and extension service.\*\*\*

But what are the obligations involved in service to the individual student? Surely they include a wise guidance of his or her social and physical activities.\*\*\* Two comments have frequently been made on the influence of the college life of today which are worthy of consideration. These are, that education is being commercialized and that our colleges and universities are breeding places of civic unrest, even of radicalism.\*\*\*

What is meant by the commercialism of education? If the meaning is that increased attention is now given to business principles and methods, then no apology need be offered for what is occurring. Such knowledge is important to many and will harm no one. If, however, it can be truly said that the materialistic spirit is being fostered by vocational education to the exclusion of a proper regard for those qualities and influences which elevate human character and insure social welfare then this education is misdirected. Thoughtful persons do not deny that spiritual forces have receded before the materialistic shrine.\*\*\*\*

These thoughts lead us to the other stricture sometimes offered concerning college influence, that it breeds civic unrest.\*\*\*It would be unfortunate if college experience creates a spirit of unrest that seeks to destroy with no clear and practical purpose for rebuilding.\*\*\*The University or College fails of exercising its highest and most needed function if it does not contribute to the cultivation in its graduates of active patriotism, a sense of civic responsibility, the spirit of service and an impelling desire to uphold the principles of justice and righteousness.

Mr. President: Maine's oldest college, justly honored by the people of this state, is this year celebrating the hundredth anniversary of the graduation of her most famous class, the class of Longfellow, Hawthorne, and other noted men. Fifty years ago, a year well remembered by a few alumni who have gathered here today, the living members of that class assembled at old Bowdoin for a half century reunion. It was then that Maine's beloved poet, in behalf of his class, greeted his Alma Mater with these inspired lines:

"O ye familiar scenes,--ye groves of pine,  
That once were mine, but are no longer mine,  
Thou river widening through the meadows green  
To the vast sea, so near and yet unseen,--  
Ye halls, in whose seclusion and repose  
Phantoms of fame, like exhalations, rose  
And vanished,--we who are about to die  
Salute you;--earth and air and sea and sky,  
And the Imperial Sun that scatters down  
His sovereign splendors upon grove and town."

In humble imitation of this famous class and in words that seem so commonplace, we of the early days salute our Alma Mater, not as those who are about to die but as those who have lived, who have seen the college of our choice grow from weakness into strength and who have had the unspeakable privilege of witnessing the marvelous achievements of the past half century.

We salute our Alma Mater for what she is and for what she has accomplished. We salute her in remembrance of those who, with unwavering faith and courage, labored here in those early days of great discouragements. We salute her in the name of the men and women who have received the token of her approval and have scattered far and near to do the world's work. We salute our Alma Mater in behalf of the mothers and fathers who see in her the fulfillment of ambitious hopes for their sons and daughters, the youths who during all years to come will be seeking the opportunities she offers. And finally, 1875 salutes 1925 as you are about to enter the paths of active life. Whether the journey be long or whether it be short our wish for you is that at its end you may be able to look back upon a success which is the fruit of faithful endeavor.

A CHRONICLE OF THE STATION STAFF (Continued)

21. Seymour, Paul H., M.S.--Assistant Chemist (Jan. 1 to Sept. 28, 1891). Mr. Seymour has held various positions since leaving Geneva, serving for four years, 1908-1912, as President of Urbana University, Urbana, Ohio. Since 1917 he has been head chemist for Goldsmith Bros., Metallurgists, Buffalo. Among other achievements, Mr. Seymour is the author of "Auction Bridge For Beginners" which the NEWS respectfully recommends to the earnest perusal of certain of its acquaintances.
22. Young, Roy D., Ph.C.--Assistant Chemist (Jan. to Oct., 1891).
23. Beach, Spencer A., M.S.--Horticulturist (1891-1905). Prof. Beach went to Iowa State College at Ames as Professor of Horticulture, which position he held until his death in 1922. Prof. Beach's connection with the Station is best commemorated thru his authorship of "The Apples Of New York", the first of the series of fruit books. His eldest son, Frank, is now a member of the Horticultural Department of Ohio State University.
24. Ando, Shinichi, Ph.C.--Assistant Chemist (1891-1892).
25. Andrews, William H., B.S.--Assistant Chemist (1891-1892 and 1895-1905). Mr. Andrews died while employed by the Station. Mrs. Andrews and her son John still reside in Geneva.
26. Jenter, Christian G., Ph.C.--Assistant Chemist (1891-1904). Mr. Jenter died in California a few years after leaving the Station.
27. Knisely, Abram L., M.S.--Assistant Chemist (1891-1897). Mr. Knisely went from here to Ithaca where he served on the staff of the College of Agriculture for a few years then went to the Washington Experiment Station at Pullman. At the present time he is said to be living in Seattle.
28. Murray, Benjamin L., Ph.C.--Assistant Chemist (1891-1894).
29. Cady, William B., Ph.C.--Assistant Chemist (1892-1895).
30. Cook, Amasa D., Ph.C.--Assistant Chemist (1892-1901). Mr. Cook left the Station to take up graduate work at Cornell. He died several years ago. Mr. Cook was a brother of E. J. Cook, Geneva lawyer.
31. Sheedy, John T., Ph.C.--Assistant Chemist (1892-1893).
32. Kahn, Harry, Ph.M.--Assistant Chemist (Oct. to Dec., 1893).

Mr. Stewart, to whom the NEWS is indebted for these notes, says, "up to this point (1893) the species Chemica analytica Stewart (note the two s's) has been dominant. From 1882 to 1893 may well be called the Chemical Age. The Biological Age begins in 1893 with No. 33."