GREETING!

T HE State University has just passed its twenty-first year and stands at the threshold of a brighter and more settled future. Like the wanderer who stops on his way following a beaten track or walking through the wilderness, you, the students of the University, have been pursuing your object—education—and you are still seeking your goal. You have come to another milestone where, stopping for a moment, you wipe the perspiration of endeavor from your brow and survey the path traveled during your college years. The sun has not reached its meridian with you and you look forward along the path that, winding up the mountain side, loses itself in the misty future. The day will come when, glancing backward, you will see the points of your journey individualized by some exceptional efforts made by you; the bridges you have crossed and steep inclines traversed. This is the journey of a day, but it is also the journey of life. You are in the prospect today. May you all, when you reach the retrospect, see along your way a vision here, a gleam of sunlight there, and a flash of storm; but may you see more flowers blossoming through your kindness, more sunlight through your good deeds and hear more songs than sorrows. May the touch of your hand be kindness, the flash of your eye love, and may your hearts remain unchanged—filled with the happiness of youth.

Acting President.
Impressions

In the fulfillment of my promise for these few paragraphs, it seems appropriate to make this brief record of certain of my impressions growing out of the observations and experiences of the first months in Montana.

Foremost of these impressions is that of the enthusiasm, the good fellowship, and the energy of the students in the University. Close to this is that of the spirit of consecration on the part of the teaching staff to the work and welfare of the institution. All the more marked are these characteristics of students and faculty when one takes careful account of the many pressing material lacks of the University department and schools. More adequate salaries with which to retain and secure superior teachers are indispensable. Additional buildings to contain properly equipped laboratories, libraries and other facilities for educational work are demanded. Dormitories for men, as well as for women, must be erected in order to give proper living accommodations to the rapidly increasing number of students. For all of these needs, so self-evident to those who know the situation, more money must be provided in the immediate future in order that the University may fulfill even reasonable expectations and be fully deserving of educational respect within the state and without the state. Every day I have spent at the University has caused me to wonder how so much could have been done with so little, and in the face of so many obstacles. The outlook, though, is now most encouraging.

Among the many needs of the University there appears to be yet another and more essential one; all the more important because it cannot be met directly by the expenditure of money. For the want of a better and more precise word, I shall call the thing needed loyalty.

The loyalty I have in mind is not to be identified or confused with the bubbling, evanescent, noisy, pleasant, and withal, valuable activities that the college world
usually recognizes as spirit. The common or garden variety of college spirit has its chief satisfactions in the marginal, the accidental and the too often transient features of the daily life of an educational institution. Because it is playful it adds a little vagrant joy to the student's existence. We need to conserve, to develop, and to direct a proper college spirit.

College spirit as we now have it is founded on play. The loyalty I have in mind is based upon work. It means a comprehension by every student of the underlying ideal for which the University exists; the ideal that prompted the Montana pioneers to build the University into the permanent foundations of the state. It means the development of sound and distinctive traditions of student conduct, and of high standards of various accomplishments. To be loyal, a student body must give evidence that the University has impressed its intellectual, social, and academic individuality upon the personality of every one of its members.

We need in Montana today the development of a student attitude of mind that will cause each young man and woman admitted to the University to become possessed of a sense of personal responsibility: that he is in the University, not alone to be benefited, but to confer benefits as well; that the institution will be better and stronger for his having been a student; that he must help to raise the standard of the serious work of the University. That student whose feeling of regard for the University is measured in terms of athletic prowess or of personal enjoyment is wholly lacking in that thing we call genuine loyalty.

Above all the University needs today a body of graduates who carry loyalty outside of the institution. Before we may possess a strong, vigorous alumni organization, the members of which look back with affection and reverence for the institution that gave them intellectual life, professional skill and moral responsibilities, we must have a strong, loyal body of students; loyal not for themselves, but for the future of the institution which holds so much in store for this state.

We of Montana are rich in the treasure of youth. That youth is the priceless capital from which will be returned men and women whose loyalty to the ideals of college will be transformed into service for the ideal of the commonwealth.
PERMANENT CLASS ORGANIZATIONS AND CLASS REUNIONS

The Editor of the Sentinel, as he tells me, desires to bring about some form of permanent organization of the graduating classes of the State University which will result in the gathering of a larger body of the alumni at the annual Commencement and in their having a better time. At present, he tells me, he finds that the alumni, stringing back, one or two from a given class at a given Commencement, and lacking the companionship of the college mates of their own day, are likely to find Commencement only a melancholy reminiscence of old times. He feels, no doubt, that if they could meet a group of the students of their own day and exchange views of the flight of time with the men and women they used to know, they would enjoy the occasion more, have their University loyalty stimulated, and return to another Commencement more gladly.

The reason why I was asked to contribute on this subject was that your editor overheard two of us graduates of many years ago from a prominent Middle Western college discussing the class reunions there. Grinnell College is, of course, not the only one in which the problem of alumni loyalty has been solved, but it is a college in which the problem which now exists at the University existed at the time when I graduated and has since been solved in a very notable way.

For many years after my graduation from college I was so situated as to be able to go back for the annual Commencement almost every year. Year by year the number of my classmates to return for the Commencement dwindled. The students whom I had known in the lower classes of my day graduated and went their way, and I gradually found myself among a body of strangers, the older members of the faculty being, at length, my only acquaintances. The eighth year after my graduation I enjoyed Commencement so little that I definitely made up my mind to make no further effort to return at the Commencement season, and did not return for twelve years.

Meanwhile there had grown up a system of five-year reunions. That is, it was definitely planned for every class to return to the college Commencement on the 5th, 10th, 15th, 20th, 25th, 30th and 35th anniversary of its graduation, without making any special effort to gather for the intervening years. This concentration upon fixed reunion periods greatly increased the number of the alumni returning for Commencement, and certainly made the occasion much more enjoyable for them. At the twentieth anniversary of my own graduation a majority of the living members of the class were present, and the pleasure of the meeting, if I may judge others' experience by my own, was very great.

The movement for permanent class organizations, which have aided in making the five-year reunions a success, started in the college office and has been greatly aided by the college itself. For the older classes the college authorities have taken the responsibility of asking two persons in each class to act in the positions of class secretary and class president; the later classes elect such officers at the time when
they graduate to hold for a term of years. By this plan the classes are all provided
with officers who take a more or less active part in keeping track of their class­
mates, gather and distribute information about the college and about its alumni,
and so keep the class and the college in touch.

The college itself has facilitated this work by compiling and maintaining a
mailing list of all the former students, whether graduates or not, and sending
them printed matter about the college at least two or three times a year. It also
seeks to gather news about the doings of the alumni, and prints and circulates this
news in a monthly publication, which is sent to any alumnus or former student for
a small sum. The class officers are called upon to assist in the work of gathering
and distributing the alumni news.

As secretary of my own class I am just now sending out a call to all former
members of the class, whether they graduated from college or not, to join us in
the quarter-centennial reunion next June. The call will also be signed by the
president of the class, a Duluth attorney, who will push the plans for the reunion.
We have the help of the revised list of the addresses of all the former members
of the class which was furnished from the college office a week or two ago.

Not all the class organizations are equally active. I have in mind one class
which graduated nearly thirty years ago, which has maintained all these years an
annual circulating class letter; and another still older class which maintains, by a
sort of common consent, such a letter once every two or three years.

These various devices can easily be copied or modified; the total effect of them—
the permanent class organization, the gathering and dissemination of college and
alumni news, the five-year reunions, and the class letters—is an unusually compact
and loyal body of alumni.

W. P. Brewer
CHOOSING AN ALMA MATER

It is a custom which is almost universal in Europe for young men and women to acquire their education not in a single institution of learning, but in a number successively chosen. They proceed in this way with a view to broadening their outlook upon life or to specialize in some subject under a teacher who has become famous as an authority in that special branch of learning. There is a growing tendency in America to recognize the advantages thus to be gained and to encourage a certain degree of specialization.

If a change from school to school is undertaken in the proper spirit during the character and habit-forming years, it is possible, and indeed mighty probable that the change will have a beneficial effect upon the future career of the student, assuming, of course, that he or she will take full advantage of the opportunities offered. As one who has had the privilege of acquiring a small fund of knowledge in this way under the guidance and inspiration of great men in great institutions, I may be permitted to point out a few of the salient benefits one may derive from the privilege.

One of the first beneficial effects of going to a school away from home, in addition to acquiring knowledge, is the formation of an ability to adapt oneself to different conditions of life. Happiness then becomes independent of any fixed environment.

If an unfamiliar language is spoken in the land where the selected school is located the conditions are ideal for acquiring the use of that language. Not only this, but the habits, customs and ideas about the life of the people differing from our own can be studied with great profit and usually proves to be of the highest interest. The comparison of their superior and inferior traits with our own, the exchange of ideas and learning from them all tends to create in us a tolerance with the failings and shortcomings of our fellowmen. And frequently a helpful realization is awakened of the insignificance of our own accomplishments.

Then again we all differ in our mental makeup and so we find the influence and inspiration extended by a teacher, even though he be a remarkable character, varies greatly with the individual students. In changing from one school to another the change in the personality of a teacher may mean a turning point in a life career. Without any fault on the part of the student but due to an accumulation of circumstances he becomes discouraged and is on the point of giving up some line of endeavor when a change may bring him within what is to him an irresistible charm and atmosphere created by the subtle influence of a new teacher.

This contention is illustrated so frequently in the biographies of men of attainments. I call to mind one, especially, to whom it was my privilege to listen many times. This one, a great chemist, was considered a hopeless dullard in the school of his home town. And quite likely he would have remained one all of his life if circumstances had not brought him into new surroundings at an early date in his life. It was in foreign lands, he tells us, that his latent abilities were developed.
and fanned into achieving the wonderful discoveries in the realms of chemistry that made his name a household word in the scientific circles the world over. That man was Justus Liebig.

Quite aside from the broadening and more tangible benefits to be derived from attending more than one institution of learning, there remains the indescribable joy of recollections that one may call to life at any moment and at any place. Recollections, not of a narrow, self-sufficient life, so often the result of lack of change in surroundings, but of a life full of experiences acquired under ever varying conditions; of enchanting scenes one has beheld in different nooks of the world, of marvelous works of art peoples long passed away have left behind them; of charming men and women one has met; and of a thousand seemingly trivial incidents which, nevertheless, have influenced one's life to an extent undreamed of at the time of happening.

Such recollections are among the most priceless treasures to be gathered during the happy years spent at various schools under the charm of great men and great women and of beautiful and inspiring surroundings; treasures that money cannot buy, that no power on earth can take away from us; that will help us to pass unscathed through the vicissitudes of life and to meet its joys and its sorrows with equal equanimity.

Theodore Simes.