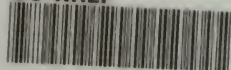


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INSTALLATION OF  
PRESIDENT WILLIAM ARNOLD SHANKLIN



WESLEYAN UNIVERSITY

NOVEMBER 12, 1909

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W<sup>m</sup> Arnold Shanklin

THE  
INSTALLATION  
OF  
WILLIAM ARNOLD SHANKLIN, L.H.D., LL.D.  
AS  
NINTH PRESIDENT OF  
WESLEYAN UNIVERSITY



MIDDLETOWN, CONNECTICUT

NOVEMBER 12, 1909



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## INTRODUCTION





## Introduction

**B**RADFORD P. RAYMOND, D.D., LL.D., resigned the presidency of Wesleyan University at the annual meeting of the Trustees in June, 1907, the resignation to take effect at the close of the next college year. It was not, however, found practicable to elect a President until November 13, 1908. At that time the Trustees elected as President of Wesleyan University William Arnold Shanklin, D.D., L.H.D., LL.D., who was then President of Upper Iowa University. Owing to his engagement in Upper Iowa University, the President-elect was unable to enter upon his duties until the close of Commencement week in 1909. During the interregnum, Professor William North Rice, Ph.D., LL.D., served as acting President. Although President Shanklin entered upon the responsibilities of the office at the beginning of the summer vacation in 1909, it was decided to postpone the formal Installation until the 12th of November.

At a meeting held February 26, 1909, the Trustees ordered a joint committee of Trustees and Faculty with power to make all necessary arrangements for the Installation. The Trustees appointed as their representatives on the joint committee Stephen Henry Olin, LL.D., George S. Coleman, LL.D., Frank Mason North, D.D., Azel W. Hazen, D.D., and William I. Haven, D.D. The Faculty subsequently appointed as their representatives on the committee Professors Rice, Winchester, and Crawford. Professor Armstrong was appointed marshal for the day, and Professors Bradley, Cady, Fisher, Howland, and Dr Renshaw assistant marshals. A number of subcommittees were appointed to provide for the multiplicity of details necessary for such a celebration. In addition to the members of the original committee and the marshal and his assistants, Professors Conn, Harrington, James, Nicolson, Fife, Hewitt, Howland, and Camp rendered valuable service on various subcommittees.

After it was learned that President Taft, who is a personal friend of Dr. Shanklin, had promised to attend the Installation, it was felt by many of the citizens of Middletown that the visit of

#### 4 INSTALLATION OF PRESIDENT SHANKLIN

the President of the United States should be recognized and duly celebrated by the city. The initiative in this movement on the part of the citizens was taken by the Business Men's Association. Ultimately a joint committee was appointed, in which the Business Men's Association was represented by Messrs. Isaac Spear, John F. Convey, and Lucius R. Hazen, and the City Council was represented by Messrs. G. Ellsworth Meech, William J. Keift, and Walter P. Reed. A number of conferences between the representatives of the college and the committee of citizens resulted in satisfactory arrangements for making the day at once an academic and a civic festival. The visit of a President of the United States to Middletown for the second time in the history of the town attracted many visitors from the surrounding country. The cordial coöperation of the citizens lent additional éclat to the Installation, and the hospitality exhibited by many of them in welcoming to their homes delegates from other institutions and other guests of the college contributed largely to the solution of the difficult problem of entertainment.

Most of the alumni, delegates, and invited guests reached Middletown on the evening of Thursday, the 11th. The initiations of the various college societies had been postponed from their usual date, and were held on that evening. The presence of an unusually large number of Wesleyan alumni, and, in some cases, the presence of distinguished guests from other colleges, made the initiations of that year a memorable event in the history of the various societies.

The weather of Friday, November 12, was ideal. The sky was cloudless, and the temperature unusually high for the time of year. At 8:40 A. M. President Taft arrived in his private car, the *Mayflower*, which was attached to the regular train from New Haven. With him were Vice-President Sherman and Senator Elihu Root. The President was welcomed at the station by a delegation in which the college was represented by President Shanklin and Professors Van Vleck and Rice, and Messrs. S. H. Olin, G. S. Coleman, and A. R. Crittenden, of the Trustees; while the citizens were represented by Governor Weeks (attended by Colonel Shepard, Major Rice, and Major Ullman, of his staff), Mayor Russell, and Postmaster Calef. The civic delegation represented accordingly the national, state, and municipal governments. These gentlemen met the distinguished guests in the *Mayflower*

immediately upon its arrival, and after a brief interval escorted the President and the Vice-President of the United States to the Middlesex Theatre, at which the Installation service was to be held. The Second Regiment of the Connecticut National Guard and the Governor's Foot Guard of New Haven formed a military escort for the automobiles of the presidential party. The Governor's Foot Guard made the scene picturesque by their brilliant uniforms, in which is retained substantially the uniform of the British army in the old colonial days, from which the Governor's Foot Guard has maintained a continuous organization. Various civic societies were drawn up in line on both sides of Main Street, and between these lines the presidential party with its military escort proceeded through Main Street to the South Green and countermarched to the Middlesex. The whole length of Main Street was brilliantly decorated, and thronged by citizens and visitors.

The exercises of the Installation began promptly at ten o'clock. The alumni and students were already seated in the hall when the academic procession entered and proceeded to the stage in the following order: Marshal Armstrong and Assistant Marshal Bradley, the local clergy, the Conference visitors, the principals of secondary schools, the Faculty and Trustees of Wesleyan University, delegates from other institutions and other guests of the College, and last the speakers of the day and eminent dignitaries, including the President and the Vice-President of the United States. Since each group of the procession marched in reverse order of seniority, the President of the College and the President of the United States brought up the rear of the procession. The entrance of the two presidents was greeted with loud and prolonged applause. At the front of the stage, and at the right as seen from the audience, was placed a chair for President Ingraham, of the Board of Trustees. At the left President Taft occupied a chair once owned by President Washington, and used by him during his residence in New York after his inauguration. It was lent to the University for this occasion by the Middlesex County Historical Society. A third chair between these two was vacant until after the ceremony of induction, when it was occupied by President Shanklin. Behind the three presidents were ranged the other members of the academic procession.

In the body of the house the floor was reserved for alumni, the

## 6 INSTALLATION OF PRESIDENT SHANKLIN

boxes and the balcony for ladies and other invited guests, while the upper gallery was filled with undergraduates, whose enthusiastic cheering was an impressive feature of the occasion. The members of the senior class wore academic costume.

The exercises opened with the singing of Faber's noble hymn, "Faith of Our Fathers." Professor Harrington led, and the audience joined heartily. An impressive invocation was uttered by Bishop William Burt of the class of 1879. The President of the Board of Trustees, Henry Cruise Murphy Ingraham, LL.D., then inducted President Shanklin into office, presenting to him the seal of the University, and a parchment roll containing a copy of the Charter of the University, certified by the Secretary of State and bearing the seal of the State. Assistant Marshal Bradley invested the new President with the hood of a Doctor of Laws bearing the colors of Wesleyan University. President Shanklin replied to the address of the President of the Board of Trustees with a few earnest and inspiring words, in which he signified his acceptance of the high trust committed to him. Then the other speakers came forward in order, according to the program, without any formal introduction. Addresses of welcome and congratulation were given by Professor Rice on behalf of the Faculty; by Arthur T. Vanderbilt, of the senior class, on behalf of the undergraduates; and by Stephen Henry Olin, LL.D., of the class of 1866, on behalf of the alumni. Then came other addresses of welcome, from ex-President Raymond, the latest of President Shanklin's predecessors in the office; from President Harris, of Northwestern University, representing the colleges of the Methodist Episcopal Church; from President Stryker, of Hamilton College, the Alma Mater of President Shanklin, and the Alma Mater also of Augustus William Smith, who was President of Wesleyan University from 1852 to 1857; and from President Hadley, of Yale University, representing the colleges of New England, and bringing a greeting, as expressed in his own cordial words, "from those who are to be your nearest neighbors, and, I hope, your closest associates." After orchestral music came addresses by Senator Root and President Taft. After another selection by the orchestra came the inaugural address of President Shanklin.

Honorary degrees were then conferred upon a number of the distinguished guests who were present. Professor Crawford presented to President Shanklin the candidates for the degrees of



Doctor of Divinity and Doctor of Humane Letters, and Professor Winchester the candidates for the degree of Doctor of Laws. The whole audience stood up as the degree of Doctor of Laws was conferred upon President Taft, and the applause which followed was loud and long. The exercises of the morning closed with the benediction, pronounced by the Right Rev. Chauncey Bunce Brewster, D.D., Bishop of the Diocese of Connecticut, Protestant Episcopal Church.

The delegates from other colleges, invited guests, alumni, Trustees, and Faculty assembled in the basement of Fisk Hall at one-thirty for an informal buffet luncheon, which was served to about six hundred and fifty people. President Taft and a few other special guests, including most of the speakers of the morning, were entertained at a luncheon at President Shanklin's house. On his way from the Middlesex to President Shanklin's house, President Taft found opportunity to spend a few minutes at the Chapter House of the Psi Upsilon Fraternity, of which he is a member.

At the close of the luncheon the delegates from other institutions and the Faculty of the University resumed academic costume for the exercises at the gymnasium. A wide platform, carpeted with the colors of the University, had been erected at the west end of the building. Here sat in two rows the Wesleyan Faculty. President Shanklin occupied a seat at the right of the platform, and President Taft sat at the left in the same chair that he had used at the Middlesex. Soon after three o'clock the exercises opened with brief speeches by President Faunce, of Brown University, and the Hon. Elmer E. Brown, Commissioner of Education of the United States. The Marshal of the day, Professor Armstrong, then called the roll of delegates, who ascended the platform in response to their names, and were presented to President Shanklin and President Taft. A specially interesting feature of this service was the presentation, as the representative of Yale University, of William Howard Taft, LL.D., Member of the Corporation. President Hadley had been compelled to leave at the close of the morning exercises, and President Taft expressed most gracefully his high appreciation of the function of the colleges in the life of the nation by appearing as the official representative of Yale University.

This ceremony was witnessed by alumni and invited guests,

## 8 INSTALLATION OF PRESIDENT SHANKLIN

in addition to the Trustees and Faculty of the University and their wives. Twenty seniors in academic costume served efficiently as ushers. Congratulatory addresses, some of which were presented at this time, were sent by the following institutions: The United States Bureau of Education, Harvard University, Columbia University, New York University, the Woman's College of Baltimore, Victoria University of Toronto, and the University of Chicago.

Immediately afterward many of the Trustees and Faculty proceeded to the President's house, and were presented by him to Vice-President Sherman and to President Taft. Soon after four o'clock the long civic procession, with many bands and various societies in line, came along High Street to escort President Taft to the station, where his car was attached to the late afternoon train for Hartford. The procession, escorted by the Second Regiment of the Connecticut National Guard, moved to the station through High, Washington, Broad, Church, and Main streets. Although somewhat of daylight still lingered, Main Street was beautifully illuminated by festoons of electric lights stretched at intervals across the street along the route of the procession. The crowd was even more dense and more enthusiastic than in the morning.

At 6:30 P. M. a party of about one hundred and sixty delegates and invited guests, Trustees, and Faculty, assembled for dinner in the basement of Fisk Hall. Grace was said by Dean Hart, of the Berkeley Divinity School. College songs sung by the Wesleyan Glee Club added to the pleasure of the occasion. At eight-fifteen Professor Winchester, as toastmaster, gave a brief address, and then called upon President Buckham, of the University of Vermont, the Nestor of New England College Presidents; President Cooper, of the class of 1890, the successor of President Shanklin at Upper Iowa University; Professor A. H. Thorndike, of the class of 1893, representing Columbia University; Chancellor Kirkland, of Vanderbilt University; and President Garfield, of Williams College.

Even before the conclusion of the banquet the reception at the President's house had commenced. Over nine hundred people were present. In the course of the evening Vice-President Sherman, who was to have been the last speaker at the banquet, at the urgent request of many, spoke briefly. At eleven o'clock, by

special invitation of President and Mrs. Shanklin, the entire body of students, who for over an hour had been singing in the grounds outside, entered the house. After they had been received, a beautiful loving cup was presented to President Shanklin as a token of love and esteem from the undergraduates, by Mr. Vanderbilt, president of the student body.

Thus closed the exercises of a day which will be memorable in the history of Wesleyan University and of Middletown. There were in attendance about six hundred alumni, thirty-seven Trustees of the University, about ninety delegates—forty of them Presidents—from eighty-one institutions, and a large number of other distinguished guests, among whom were four Bishops of the Methodist Episcopal Church and one Bishop of the Protestant Episcopal Church, the Governor of Connecticut and five ex-Governors, and, as guests most distinguished even in such a company, the eminent junior Senator from New York, the Vice-President and the President of the United States.



PROGRAMME OF THE EXERCISES  
OF INSTALLATION



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# PROGRAMME

of the

## Exercises of Installation

THE MIDDLESEX, 10 A. M.

Music—Overture, “Rosamunde”

*Schubert*

Introductory March (*From Suite Op. 113*)

*Lachner*

### Hymn

“Faith of our Fathers”

*F. W. Faber*

Faith of our fathers! living still,  
In spite of dungeon, fire, and sword:  
O how our hearts beat high with joy  
Whene'er we hear that glorious word!  
Faith of our fathers! holy faith!  
We will be true to thee till death!

Faith of our fathers! we will love  
Both friend and foe in all our strife:  
And preach thee, too, as love knows how,  
By kindly words and virtuous life:  
Faith of our fathers! holy faith!  
We will be true to thee till death!

### Invocation

By the Reverend Bishop William Burt, D.D.,  
Zurich, Switzerland

Music—Largo

*Händel*

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## The Induction and the Presentation of the Charter and the Seal

Henry Cruise Murphy Ingraham, LL.D.,  
President of the Board of Trustees

## The Acceptance

The President of the University

## Addresses of Congratulation

Professor William North Rice, Ph.D., LL.D.,  
on behalf of the Faculty

Arthur T. Vanderbilt, of the Class of 1910,  
on behalf of the Undergraduates

Stephen Henry Olin, LL.D., of the Class of  
1866, on behalf of the Alumni

Ex-President Bradford Paul Raymond, D.D.,  
LL.D., President of Wesleyan Univer-  
sity, 1889-1908



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Abram Winegardner Harris, Sc.D., LL.D.,  
President of Northwestern University

Melancthon Woolsey Stryker, D.D., LL.D.,  
President of Hamilton College

Arthur Twining Hadley, LL.D., President  
of Yale University

Music—Overture, “Mignon”

*Thomas*

The Honorable Elihu Root, LL.D., United  
States Senator from the State of New  
York

William Howard Taft, LL.D., the President  
of the United States

Music—Introduction to Act III, “Lohengrin”

*Wagner*

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## The Inaugural Address

President William Arnold Shanklin, L. H. D.,  
LL. D.

## The Conferring of Honorary Degrees

## Benediction

By the Right Reverend Chauncey Bunce  
Brewster, D. D., Bishop of the Diocese  
of Connecticut, Protestant Episcopal  
Church

Music—Zwei ungarische Tänze

*Brabms*

## INVOCATION



## Invocation

THE REVEREND BISHOP WILLIAM BURT, D.D.

OF THE CLASS OF 1879

**O** GOD our Father, and Father of our Lord and Saviour Jesus Christ, we adore Thee, we worship Thee, we give thanks unto Thee! We thank Thee for life and all its privileges. We thank Thee for the wonderful revelation Thou hast given to us of Thyself as our Father through Thy created works, through Thy word, spoken and written by holy men who knew Thee in sacred communion, and through the examples of those who have walked in Thy light; but especially we thank Thee for the manifestations of Thyself in Christ Jesus our Lord, whom Thou didst send into the world to be for us the Way, the Truth, and the Life.

In His name we come into Thy presence to-day that we may seek the forgiveness of our manifold sins and implore Thy blessing to rest upon us.

O merciful God, the Fountain of all goodness, who knoweth the innermost secrets of our hearts, we confess that we have sinned against Thee and have done that which is evil in Thy sight. Cleanse us, we beseech Thee, from all our sins, and give us grace and power to put away all that is displeasing to Thee and hurtful to ourselves, and help us that hereafter with pure hearts we may walk in Thy commandments. Grant us here and now while we pray the consciousness of Thy presence and favor.

We thank Thee for the glorious history of this our Alma Mater, for the noble men whom Thou hast called to teach in her halls and govern her affairs, and for the generous friends whom Thou hast inspired to provide for her needs. We thank Thee for the present equipment and the bright outlook.

We thank Thee especially to-day for Thy servant called to the presidency of this institution of learning. We thank Thee for his past record and for the hopes he inspires in us for the future. Grant him, we beseech Thee, Thy richest blessings in all his plans

and endeavors, that the University may meet the exigencies of these and future days even more efficiently than it has done in the past. May Thy Spirit so guide his thoughts and control his will that all he does may redound to Thy honor and praise.

Be pleased also to bless all the members of the Faculty, that there may be unity of purpose to glorify God in holy service.

O God our Father, Fountain of all knowledge, bless, we beseech Thee, not only this University but all institutions of learning; illuminate those that teach with the light that cometh from above, and may all who study be taught of Thee, so that by the increase of knowledge Thy truth may be confirmed and Thy glory manifested in all the earth.

God bless our country, Thy servant the President, the Vice-President, the Governor of this commonwealth, and all who are in authority in this and other lands, and so influence them that they may rule in righteousness. Grant that from these halls may go forth each year, in increasing numbers, those who shall bless our land and the world.

O Lord, whose favor is life, and in whose presence there is fullness of peace and joy, vouchsafe unto us all, we pray Thee, such an abiding sense of the reality and glory of the things that are enduring, those things which Thou hast prepared for those that love Thee, that we may rise above the material into the realm of the spiritual, even into constant communion with Thyself.

All these favors, with the pardon of all our sins, we humbly ask in the name of Jesus Christ our Saviour, who has taught us while praying to say:

Our Father who art in heaven, hallowed be Thy name. Thy kingdom come. Thy will be done on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses as we forgive them that trespass against us. And lead us not into temptation, but deliver us from evil. For Thine is the kingdom, the power, and the glory forever. Amen.

THE INDUCTION AND THE PRESENTATION  
OF THE CHARTER AND THE SEAL





# THE INDUCTION AND THE PRESENTATION OF THE CHARTER AND THE SEAL

HENRY CRUISE MURPHY INGRAHAM, LL.D.

OF THE CLASS OF 1864

President of the Board of Trustees

WILLIAM ARNOLD SHANKLIN, DOCTOR OF HUMANE LETTERS AND  
DOCTOR OF LAWS:

**I**T has been assigned to me to represent the Trustees of Wesleyan University on this auspicious occasion.

When the Rev. Dr. Bradford P. Raymond, our last president, found it necessary from failing health to resign his office, after a long administration in which the most-used buildings we now have were erected, the college departments of study increased, and the number and efficiency of our Faculty enlarged, it became our duty to secure his successor.

Your brilliant career, especially as President of the Upper Iowa University, induced us to invite you to the vacant place, and to-day we are enthusiastic in having your acceptance of the office. In this sentiment we are not alone. All the students and Faculty and the alumni and friends of our college, so far as they have become acquainted with you, seem to share with us this enthusiasm.

You come to an institution that is still young but, nevertheless, has made a record of great usefulness. Men prominent in science and in industries, and eminent physicians and lawyers and clergymen are numbered among its graduates; some of its alumni have become bishops, and others judges in our highest courts, and still others have become members of the Legislature in various states, and of the House of Representatives and of the Senate of the United States; and most of the leading colleges and universities in America, both for men and for women, have had or now have in their service instructors or professors or presidents who were

fitted for their high work at Wesleyan. As a rule, all these graduates have stood for good citizenship and that righteousness which exalteth a nation.

I see in the public press that the President of the United States said in Georgia a few days ago that he liked to hear people say that he held an office of power, but that he was bound to say that under existing circumstances the thing which impressed him most was not the power he was to exercise under the Constitution but the limitations and restrictions to which he was subjected under that instrument. You, as President of Wesleyan, will find no express limitations or restrictions to which you will be subjected. It is true, however, that our charter is almost silent as to your duties and privileges and powers. The only powers expressly given to the President are to "confer degrees in course and honorary and grant diplomas in such form and to such persons as may be approved by the Board of Trustees," and to be an *ex officio* member of that Board. If these were the only powers that the President of the University could exercise he would be impotent indeed; but the charter authorizes the Board of Trustees to elect a President of the University, and when elected it must be true that all the powers that are implied in the word "President" go with the office. You are not left to dictionaries alone for the definition of that word. The functions of that office have been worked out in this country to a large degree by such men as Fisk and Olin, Witherspoon and Woolsey, Mark Hopkins and Gilman, Harper and Eliot, and by many others; and it is still being worked out by men now in office. It will be your privilege to exemplify and enlarge the meaning of that word here.

I now present to you a certified copy of the charter of our University, bearing the seal of this long-established and renowned State of Connecticut. It is the evidence of our life and the rule of our action. I also present to you this seal, the medium through which we, as a corporation, must execute and make valid our most solemn deeds. Acting under the authority conferred upon me, and with a sense of my privilege and high honor, I now commit to you the destiny of our beloved institution and induct you into the office of President of Wesleyan University, with all the authority and powers that pertain thereto; and I pledge to you, *Mr. President*, the loyal support of our Board.

THE ACCEPTANCE





## THE ACCEPTANCE

PRESIDENT WILLIAM ARNOLD SHANKLIN

MR. PRESIDENT OF THE BOARD OF TRUSTEES:

**W**ITH a keen sense of the high honor and the great responsibility, I accept the task and the opportunity to which the Board of Trustees has called me. To foster this University, to maintain her high ideals, to labor unceasingly for the deepening and broadening of her service and influence, I pledge my every strength. God help me.



ADDRESSES OF CONGRATULATION





ADDRESSES OF CONGRATULATION  
PROFESSOR WILLIAM NORTH RICE, PH.D., LL.D.

OF THE CLASS OF 1865  
On Behalf of the Faculty

PRESIDENT SHANKLIN:

**I**T is my pleasing duty to bid you a most cordial welcome on behalf of the Faculty of Wesleyan University. As the representative of the Faculty I magnify my office. The Faculty is the body with which you will be most intimately associated, and the one which is most important in the life of the college over which you are to preside. Whatever other influences may be felt in the life of college students, the primary and essential character of a college is that it is a teaching institution. The relation of teacher and pupil is the foundation upon which the whole fabric of the college is built. When the old universities of Europe kindled anew the light of learning in the Dark Ages, it was the fame of great thinkers and great teachers that caused the ardent youth to throng by thousands to those centres of learning. Vast endowments and stately halls were a secondary development. And to-day the title of a college to the love of students and alumni and to the support of the public rests upon the intellectual activity, the high scholarship, the aptness to teach, the loyalty to truth and to all high ideals, of the members of the Faculty. Secondary to these are stately buildings, rich museums, and even well-furnished libraries and laboratories; and without these the college is dead—a body without the inspiring soul.

The written and the unwritten law of Wesleyan University, its Charter and By-Laws, its precedents and traditions, give to the Faculty an important share in its government. If college professors possess the breadth and depth of scholarship, the knowledge of pedagogic method, and the high tone of character which their office demands, they are entitled to a large influence in shaping the curriculum and conducting discipline, and in the choice of

new instructors. I believe that whatever is best in the history and educational ideals of Wesleyan University is largely due to the influence of its Faculty.

We welcome you the more gladly because we believe that you are in hearty sympathy with our own ideals. Thirty-four years ago, in behalf of those who were then my colleagues, most of whom are "gone into the world of light," I promised to one of your predecessors, whom we rejoice to have with us on this platform to-day, the manly support of independent men—men able to assent without servility and to dissent without acrimony. Bishop Foss can bear testimony how well that promise was kept. On behalf of the far larger group of my colleagues to-day I make to you the same promise; and I know that you would not wish us to promise anything more.

We recognize your great responsibilities and the heavy burdens which you have to bear. You are representative of the Trustees to the Faculty and of the Faculty to the Trustees, and of both Trustees and Faculty to the students. You represent the college to its alumni and to the larger constituency of the general public. You must bear the responsibility of legislation or administration which may be disapproved by individuals or by the public. The complexity and delicacy of your relations as President in the government of the college demand for your views of college policy a deference which we cheerfully accord.

When you were elected you were to us personally a stranger, though we knew of the great work you had achieved in another institution. Your telegram in response to our word of welcome came to us with the warmth of a hearty handshake. Your letters were alive with the pulsation of a heart full of loyalty to high ideals and full of brotherly kindness to the men who were to be your colleagues. In your first visit you made us feel that we were already bound together by strong ties of friendship. We promise you our best help as we work together for the achievement of the ideals which we hold in common. It is your ambition and ours that Wesleyan may be not a big college, but a great college—great in reputation and influence, because its ideals are high and its standards strictly maintained,—because its students are men of high purpose and scholarly achievement,—because its professors are fruitful in original investigation, rich in independent thought, able and willing to teach with sympathy and with inspiration,

loyal to all truth, and reverent to Him in whom the truth was incarnate.

In grateful memory of those who have gone before us and who have made Wesleyan what it is to-day, in large inspiring hope for grander work to be achieved in the future, we join hands with you, bidding you thrice welcome, and pledging our loyal support and coöperation.

ARTHUR T. VANDERBILT, PRESIDENT OF THE  
STUDENT BODY

On Behalf of the Undergraduates

**D**URING half the college course of some of us Wesleyan has lacked a permanent executive, and, by consequence, a definite, progressive policy. To impatient undergraduates it seemed as if the college were to be without a president eternally. Often we wished that the selection of our new leader had been confided to our hands. But in this one instance—if in no other—the undergraduates do heartily congratulate the Board of Trustees upon the wisdom of their conservatism, for as the result of their careful deliberation we rejoice to-day in our new President, a young man, yet of ripe experience and of rare success in a similar position in a western college—Dr. William Arnold Shanklin.

During the interregnum we often pondered the question what sort of man an ideal college president would be. We gave different answers to ourselves, but all were hoping for a man who, whatever else he might be capable of, could stand up and say with the spirit of old Terence, "I am a man, and nothing human do I consider alien to me." We were looking for a man who knew the entire map of college life, and who could see things in their genuine proportions. We wished a man interested in both the curriculum and in football, a man who would be in full sympathy with our distinctive undergraduate institutions, such as our honor system and our plan of student self-government. Our ideal of what our new President should be was lofty—almost too lofty, we thought, for realization.

When, sir, you came among us last February and spoke to us in chapel it almost seemed as if you had taken your text from old

Terence himself. Both by your talk then and by your actions during the two busy months you have been among us you have proved that you understand every phase of our college life. Our full appreciation can never be expressed verbally. The undergraduates, on their part, desire to hold the full confidence of the President of the University, and to trust his leadership in all important college matters. We rejoice that you so completely understand our confidence in you. Whatever enthusiasm, whatever power, whatever loyalty we, the undergraduates of Wesleyan University, have we pledge unreservedly and through the course of years to you, and through you to the college. Our chief hope is for the success of your administration. We pledge not only our loyalty, our enthusiasm, our devotion, but the enthusiasm, loyalty, and devotion of the growing classes who will in the future be led to Wesleyan by your guidance. With this sincere trust in your success, we pledge ourselves, not by word alone, nor yet by the sign of the dollar, but by manly deeds of daily conduct, to your success and the welfare of the college. In the name of the undergraduates of Wesleyan University, I bid you welcome.

STEPHEN HENRY OLIN, LL.D.

OF THE CLASS OF 1866

On Behalf of the Alumni

PRESIDENT SHANKLIN:

THE alumni give you a hearty welcome. We wish you health, prosperity, and long and fortunate administration of your office. Since the days of Willbur Fisk Wesleyan has grown stronger, richer, less austere, more tolerant, broader in aim and sympathy, but the college life in its essentials has not greatly changed. We all felt the serenity and beauty of this ancient town. We all were close to good examples of manly lives—scholars, Christians, lovers of truth. The names of some of them shine like stars in our memory. There was small inequality of condition, there was no luxury. We were occupied with things of common import and not a little with things of serious import. Sports which rouse the college spirit, societies which intensify the college purpose—these have prospered. Industry and temperance have been

the fashion. No man has needed to be ashamed of enthusiasm. One might live long without seeing Vice, but Virtue jostled us every day. Some people will say that there has been rigidity and constraint, but, you, sir, have not come from Hamilton to break a mold of character because it is a mold.

Great universities have been dreaming of an education fashioned to the needs of each man's gainful occupation, and great authorities are debating how long the college has to live. Here in Middletown, Mr. President, we believe that the college will not die, and that its task, while increasingly difficult, is more than ever beneficent and noble. Raise the standard of the college as high as you will, there will be demand for something higher; train each man for his profession as thoroughly as you may, he will ask for something broader. That part of the higher education to which all educated men may attain is the province of the college, and on that table-land—the loftiest region of common access and mutual understanding—resides forever the sovereignty of the world of thought. There only can its parliaments assemble. There only is each profession judged by its peers. There mental activities are coördinated. There the contributions of men and schools and universities are assessed and brought into the common stock. There are guarded the treasure house of literature and the arsenal of speech. There spring the ideals which inspire and the joys which reward the intellectual life.

It is one of the good omens of this day that in welcoming these distinguished men (whose speaking I delay) we think not of their professional accomplishments as teachers or as lawyers but, rather, how they serve the State, how they use the education which has been ours as well, how in the sight of all men they do the things which have been for us, each in his place, to do or to leave undone, and in this presence, with a new meaning and a new hope, we may repeat the stately words of Milton, "I call a complete and generous education that which enables a man to perform justly, skillfully, and magnanimously all the offices, both private and public, of peace and war."

EX-PRESIDENT BRADFORD PAUL RAYMOND,  
D.D., LL.D.

(President of Wesleyan University, 1889-1908)

DR. SHANKLIN:

**I**T is now a little more than twenty years since, standing in your place, I assumed the responsibilities of the office to which you have been called. It is an office that any man might well covet, who values the opportunity to serve his country and to contribute to the moral and spiritual elevation of his generation.

The gentlemen who have addressed you have each spoken for a constituency. For whom shall I speak? In anticipating the transforming work that is to be wrought upon the raw material of our civilization, I would like to give utterance to the sentiments of those whose lips have long been "drifting dust," but of whose freed spirits this campus with its trees, these walls and halls, are always eloquent. I will speak for Beach and Cummings, Smith and Bangs, and for Olin and Fisk, and for Foss, the only survivor of that apostolic group. They stood for a spiritual idealism whose source was in the Rock of Ages.

I need not tell you of the burdens that come with this office, nor of the anxiety about men and money that haunts the cold days of January and the hot nights of July and August. This anxiety is always with the man who, called to this office, is sensitive to the meaning of this trust. However, in spite of the sag in things, the perversity of men's minds, and the tightening of the purse-strings where Wesleyan's gold lies concealed, there is an idealism that works at the root of all life. In that realm of spiritual mysticism, where the supreme values of life are disclosed, wells up the impulse that makes for those values the right of way. If in the generation past their application was too much limited to the salvation of the individual, there is no such limitation in our time. The politician and the statesman, the preacher and the professor, the reformer and the philanthropist are all sociologists. We cannot neglect the individual, but we must get these ideal values into life. Never was the outlook more promising. The world itself, with its ordinances, is organic to these ideals. The granite mountains, the coal and lead, the silver and gold, say, "Here am I, send me." The march of history unfolds the plans of this mystic

spirit. After a survey of the long struggle of human life John Fiske could say, "Hence it has appeared that war and all forms of strife will cease, . . . that a stage of civilization will be reached in which human sympathy shall be all in all, and the spirit of Christ shall reign supreme throughout the length and breadth of the earth." It is sometimes said that the college man is a theorist, an idealist. Thank God! Where, if not on our college hills, should these supreme values be revealed, cultivated, and propagated?

In your purpose to give currency to this idealism, to keep this fountain of life open and flowing, and to make life worth living in this free land, both for the highest and the most humble, you will have the hearty coöperation of an enthusiastic student body, an able and industrious Faculty, a devoted Board of Trustees, and a loyal body of alumni. Dr. Shanklin, I welcome you to the splendid task and congratulate you on the rare opportunity. May the completion of the decades as they come and go find you with eye undimmed, doing ever greater things through Wesleyan for the commonwealth, the nation, and the kingdom of God.

ABRAM WINEGARDNER HARRIS, Sc.D., LL.D.

OF THE CLASS OF 1880

President of Northwestern University

**I** AM to-day a representative of the West. The East and West are very much alike. To be sure, the West has many foreigners, and our western catalogues are full of names not Saxon, but the ancestry of ideals is more potent than the ancestry of blood. Our Laganskis, and Lagemans, and Lovantis, and Lawsons ring true as Americans. The old educational boundaries of the East are fading out, and we of the meridian claim your Oriental past as ours also.

And yet there are some local and temporary differences—some your advantage, some ours. You are old, you are rich; we are pioneers, and poorer. The son of a graduate is still rare in Northwestern, and a grandson almost unknown. The campus is still covered by the primeval forest, and at least one active member of the Faculty saw the founding of both college and town. The West has a great income, but it has little for endowments. In New

York and eastward there are five endowed universities having a total property of more than \$8,000,000. In all the country between New York and California there are only two, both in Chicago, and one owes its wealth to the monumental generosity of a single benefactor—a citizen of the East. Or if we make the limit \$2,000,000, the record is 23 to 9. The State universities, with their great income, but little endowment, help to restore the balance. We are pioneers. And we must hurry. To get on, our colleges have been willing to suffer a bad road rather than wait to mend it. If our product has sometimes lacked finish it has not lacked power. Of you, we need to learn patience. But our limitations have their own blessings. If we cannot always get what we would, we make very sure to get what we can. Pioneer conditions have kept us humble, and we have escaped some guilt for the excessive elevation of admission standards, which often demand of the schools what a school cannot do well—asking work too advanced and too much of everything. Lack of means has limited the range of our electives; but, at any rate, we have been partly delivered from two college faults—content with mediocrity and the perennial freshman, who, using his liberty to devote himself to elementary courses in many subjects, gets his degree by virtue of time, though in achievement still a freshman. These things comfort us. Yet I tell no secret when I say that through all the West there is profound educational respect for New England—forcibly shown by the eastward drift of students. If we go West for our course of empire, we go East for our course of study. The West is still provincial, and needs to be awakened to its educational power. But the time of awakening approaches, and the day is at hand when the West will, without fear or apology, challenge the East to the best service for education. Perhaps we already have something to teach the East. Is it not significant that Wesleyan has twice in succession taken its President from the Middle West? And I am tempted to remind you that your own President Shanklin had a part of his training upon my campus.

I represent also a large group of Methodist colleges that acknowledge Wesleyan as mother. If I call them Methodist, I do not call you sectarian, for I verily believe there is no college of freer and broader spirit than the college that sits embowered on yonder hill. Sectarianism in colleges is dying, sectarianism is dying everywhere, and will soon be forgotten if only we will let



the dead past bury its dead. As it passes let us not be impatient with what remains, which is for the most part only the legal and loyal recognition of the past. It is the decline of sectarianism that makes it so hard to say what sectarianism is. Even that able body, the Carnegie Foundation, has not been able to find a just and scientific definition of sectarianism. Impatient zeal for the form and letter of nonsectarianism, now so fashionable, is likely to be regarded by the next generation as only the form of sectarianism peculiar to this day. But if we are no longer sectarian, let us hope we have not forgotten our gratitude to the pious generosity that gave us birth. With few exceptions, our colleges and universities are the result of coöperative effort, which has used two agencies—the state and the church; the state when it was rich enough and actuated by large public sentiment; the church when there was lack of general public sentiment, or public wealth, or both. The colleges and the whole nation owe a debt of respect and consideration to the American churches which in the days of national poverty laid the foundations of American higher education.

Wesleyan is counted a small college, but in a very true sense every student of nearly two score colleges scattered throughout this country is a son of Middletown. Northwestern drew from Wesleyan her first President, her second, her fifth, her seventh, her eighth, and her last. And a similar story might be told of many other colleges. To-day in Iowa, in Illinois, in Ohio, in Pennsylvania, in Maryland, and in how many more States Wesleyan men are presidents of colleges. Her sons are everywhere as teachers and leaders. What is more important, for many colleges she has set up the standards and ideals that have made her perhaps the most representative Methodist college. More and more am I impressed with the marvelous work of this college, which I almost dare to call the best New England college. With unstinted admiration I congratulate Wesleyan on a great record.

And you, sir, the new President of Wesleyan, I congratulate—for many things. For your preparation at Hamilton, where you made sound beginnings. From the Pacific you must have brought back some of its welling courage. In the Middle West you have shown yourself possessor of its enthusiasm and purpose. And now in New England you will learn, if, indeed, you need to learn, that all these fine things are to be made perfect by patience.

I congratulate you that your name is to be written in the noble

company of Fisk, and Foss, and Olin, and Cummings, and Van Vleck, and time would fail me to tell all the worthies. I congratulate you on the noble work you enter, for no endeavor is more inspiring than the leadership of young men. I congratulate you upon the wonderful privilege yours, to keep alive the history and spirit of this college. As every great virtue to rule men must become flesh, as every nation personifies patriotism in its great man, so this college seeks now to enthrone you as her hero. What Lincoln means to the American, may your name mean to Wesleyan! I congratulate you on a good beginning, on growing numbers, on admiration and affection already won from teachers and from taught. And I heartily wish, what I confidently hope for, that in your new office you may reach fullness of years, blessed with ever-increasing power, success and peace. May you be Wesleyan's greatest President!

MELANCTHON WOOLSEY STRYKER, D.D., LL.D.

President of Hamilton College

I CANNOT begin without recognizing, as you all do, the great approval given to this place and day by him for whom every heart here, with every throb of it, prays, "God save the President of the United States!" I am sorry that I am so placed that I cannot help speaking across him.

Upon this rubricated day my errand is simply one of felicitation. Leaving my few sheep in the wilderness, I have dared this perilous journey down the Oriskany, the Mohawk, and the Hudson, and up the Connecticut, that, through my poor lips, Hamilton College may present you, William Arnold Shanklin, of her class of '83, to Wesleyan University.

At least officially venerable, I bring asphodel to garland our friend withal. However, all of us are the boys of time, and custom shall not stale us. If the colleges here so honorably represented are true to their moral charters, they all are one to insist upon life's real valuations. And so, Mr. President,

Teuton, or Celt, or whatever we be,  
We are each all Dane in our welcome of thee.

Forget not that we are both kin and kind, in that Hamilton, in 1852, gave Wesleyan an earlier President in the person of August-

tus William Smith, '25. Nor do I ungratefully forget that to our President Simeon North, of long ago, Wesleyan gave the Doctorate of Divinity in 1849. Also I will note our present debt to you for your Frederick Davenport, now filling full our chair of political science, and as Senator of our State making himself increasingly at Albany a terror to evildoers and a praise to them that do well!

To a loquacious person the temptation is inevitable and all but unconquerable to attempt some of the big questions, public, world-including, which now hammer at the doors. I will resist it, and only say that you, sir, are to train and issue men ready to be to these the fervent living answers. You have replied, and are to lead others to reply—*Adsum*.

It were easy for me to launch upon the Sargasso sea where shreds of detached advice to college presidents float round and round—and I won't. Let those men give you advice who will give you nothing else. What I have read in that "book of secrecy"—I'll never tell.

My fellow and friend: stretching your mind taut to the music of fidelity, God will lay his hand upon the harp. Those Hamilton men, with whom I am here—whom I need not name, for the land knows them well—we all are sure that, in emulation of that best to which the merely good is always enemy, you will contend earnestly for the good faith of the college as such, holding fast its integrity, yielding nothing to that interpretation which would make it a department store or a bargain counter. We are sure that you will resent and resist that cheap opportunism which obtrudes itself upon educational theory. Thus you will prove that what is one man's stumbling-block may be another's stair. Again, and on this ground, may Emerson's great aphorism in you be verified—"An institution is but the lengthened shadow of a man!"

I end. Take it not as a charge but a token. When your bonny brown hair is white, and mine is ashes, may Wesleyan recall with joy the happy hours when you here began. May your years here be faithful and fertile, you taking up what others have laid down, men replying to the highest summons and going forth in God's name, in Wesleyan's, yes, in yours, dear President, to bring in a brighter sun. May they be years of undaunted, vigilant hope; of high, incorrigible faith, of love laborious; and may they be long, long years!

Hamilton acclaims you her son, hers once and always; for she is ours, yours and mine, until we die. Sure we are that in the rote and surf of all the days your zeal here will not abate but rather vindicate your loyalty to that other college which bore you.

I am impressed, good friends of all this throng, that it may be said of Wesleyan as the ancient Connecticut deacon said of his wife—"Haow? She complains o' feelin' better!"

ARTHUR TWINING HADLEY, LL.D.

President of Yale University

ON behalf of those who are to be your nearest neighbors, and, I hope, your closest associates, I offer a word of welcome. The colleges of New England have a large work before them. Situated in that part of the country where higher education was earliest developed, and where intellectual aims and standards have always commanded the attention of the community, an institution like this enjoys special advantages in promoting the cause of pure scholarship and devotion to abstract truth. We never have been able, and I suppose we never shall be able, wholly to realize our ideals. There will always be some who think play more important than study; and there will always be some who value study in proportion to the profit in money or fame which its pursuit is likely to bring. But we always have had, and we shall, I think, continue to have in increasing numbers, a nucleus of true scholars—of students who value science and letters for their own sake and are preparing to help the community to value them higher with each successive generation.

We sometimes hear complaints that the old days of plain living and high thinking are gone; that wealth has overthrown our college democracy, that multiplicity of studies has undermined our curriculum, that athletic and social interests have usurped the place in the mind of the student which rightfully belongs to intellectual pursuits. You have seen enough of American student life to know that these complaints have scant foundation; that in its essence the American college of 1910 is no less democratic and far more intellectual than the American college of 1880 or 1850. It is true that the educational problems of to-day are more complex and in some respects more difficult than those which beset our

fathers. The increase of wealth has made it harder to insist on simplicity of life; the increase in variety of studies has made it harder to maintain unity of intellectual and moral ideals. But the same high purposes which inspired the fathers still animate the children.

You will find among all the institutions with which you come in contact a spirit of helpfulness and coöperation in realizing these purposes. Differences of opinion as to the means there always will be; as to the end, and as to the spirit in which that end is to be approached, you will find but one opinion. I welcome you into association with a group of college presidents and professors whose burdens are heavy and whose responsibilities are heavy, but who find both burdens and responsibilities lightened by association in a common cause for which all stand shoulder to shoulder.

THE HONORABLE ELIHU ROOT, LL.D.

United States Senator from the State of New York

DR. SHANKLIN, MR. PRESIDENT, GENTLEMEN OF WESLEYAN:

**I** REPRESENT nothing—not the humility of the West nor the ripe educational experience of the East; nothing but long friendship and personal affection and that admiration that comes from the knowledge of a noble character. (Applause.)

There is a barrier between the generations, and on either side—upon the one side the old, and upon the other the young—both go their ways ignorant of each other's thoughts and feelings. Now and then God makes a man who carries into mature life and into advanced age wonderful enthusiasm and sympathy that enable him to pierce through the barrier and always keep step with the hearts upon the other side. Such a man is a born teacher, and such a man is your new President. (Applause.) I am glad that he has come to Wesleyan. I have known him since as a boy he entered Hamilton; I have followed his course, and I am glad that he has landed here in Wesleyan—old Wesleyan, sound to the core, honest, faithful, living, worthy of praise and of faith and of hope. The boy and the man and the institution fit each other. (Applause.)

You have an all-round college to train character and to train men as well as merely to instruct them. The world is full of mis-

fits because men have not known what they were suited for or what their tastes were. The world is full of men who are unhappy because outside of the particular thing through which they have sought fame and fortune they have no tastes. There is nothing that such men can do when fortune is won except to go on making more fortunes. You educate men to a broad enough view of life, of literature, of science, of all that the interests of men can attach to, so that a man can be something besides a mere machine working in a single groove. The pendulum swings to and fro. I think its swing has been of late too much toward instructing men so that they could do one thing for themselves, instead of educating them so that they could do great things for the world by being men in the world. (Applause.)

And it is right and seemly that to such an institution should come the President of the United States to give his countenance and to join his felicitations and to share with you your hope—you gentlemen of the new administration and the old college—because from such sources as this, thank God! upon many a hillside of our land, come the influences and the characters that are to make our government still more useful and prosperous and glorious, in the forefront of civilization and the preserver of liberty and justice and peace. (Applause.)

WILLIAM HOWARD TAFT, LL.D.

The President of the United States

MR. PRESIDENT:

**A**FTER the felicitous congratulations which you have received from men of this University, from men of your own Alma Mater, I feel a little as if I were uttering an alien note, for it has not been my good fortune personally to know you long. I cannot forget that my acquaintance began with you when for another presidency I was attempting to convince the people how they ought to exercise their judgment, and then I was talking, and it seems to me I have been talking ever since. (Laughter and applause.) And if, sir, there is lacking in what I have to say the polish and elegance of an address which this occasion requires, you will understand from the exigency in which you saw me at the time why it is absent from what I have to address to you.

The President of your Board of Trustees instituted by implication a comparison between the powers which you are about to exercise and those which the Constitution accords to the President of the United States. I have had some experience in college government of an incidental character, and I am able to congratulate you, sir, that the powers which you will exercise as President are the powers which you choose to exercise (laughter), and it is well that it should be so. I would not advocate or be understood to advocate any change in the existing Constitution of the United States. I think it is excellent; but for the control of an institution like this, in order that it may work out its destiny as it should work it out, the great responsibility, and, therefore, the great power, must be in its president. And I congratulate you that it is so because of the opportunities that the position offers in the development of the character of a body of young men that if properly developed are bound to exercise a profound influence in the history of the nation. Coming here at the most formative period of their lives, they here take in not only the instruction and the education, to observe the distinction made by that gentleman who preceded me [referring to Senator Root] and represented nobody (laughter), though they think differently in New York about that (applause), but also that spirit of an institution called sometimes "the college spirit," that takes its form and influence as much from the personal character and personal influence of the head of the institution as from any other source. Now, that spirit is different from the education that we get. It is something hard to define; it is something that stands through life for the men who come under its influence as a restraint from evil, and furnishes an aspiration for good. (Applause.) Except for the influence of the family upon a man, there is nothing I know of that prompts such endeavor, that keeps men in honorable courses like the desire to stand well with the men who for four years develop from youth to manhood in the same class and under the same influences.

Mr. President, the influence of the college graduate and the duty which he owes to himself and society, to take an interest in public affairs, perhaps I may speak of for a moment. I cannot forget that it was within the walls of Wesleyan that George William Curtis delivered that great oration in 1856 upon the duty of the college man and the scholar in politics, and I doubt not that

the spirit that he there enthused has continued in old Wesleyan ever since and that it will grow under your influence. (Applause.)

I do not know how much greater influence college men exert to-day in the public life of our nation than before. Certainly there are more of them; certainly the standard is as high in institutions of learning to-day as it ever was. I cannot help thinking that unless the colleges of the country and the universities of the country do their duty, and continue to turn out men who are willing to sacrifice themselves to the public weal, there will be a retrograde step in this country.

Something has been said about small colleges. There are advantages in large colleges and there are advantages in small colleges. The advantage of the smaller institution is that you come closer into contact with the student body—you as President and the Faculty as members—and that there comes under your close observation the growth of the character of the men for whom you are responsible. I deprecate what seems, in accordance with the spirit of the age, the desire to increase each class, the desire to report that upon this year the freshman class was larger than ever before. It seems to me that while that furnishes a motive for pride for the moment, it also increases the burdens of the administration and necessitates hunting for money in order to meet the increased expenditure. Mr. Bryce, in his *American Commonwealth*, comments on the tremendous advantage that the United States has had in the fact that there are small colleges everywhere in the country offering an opportunity by proximity to the young men for higher education; and I cannot conceive anything more inviting than the taking of a comparatively small body of young men and developing them under your immediate influence and bringing out those traits of high character for which, after all, all instruction and all education and all training are the preparation and the basis.

Mr. President, I am one of those who have advice and nothing else to offer. (Laughter and applause.) I congratulate Wesleyan University that it is to have such a President. It has been suggested at times when it fell to my lot to take part in the selection of a president of a university that what we needed was a business man; a man who knew the value of a dollar and how to get it; the man who could put the institution on a business basis. Well, I am glad always to have dissented from any such ideal in a college



president. (Applause.) I am not attacking business men. But a man who is a business man, and only a business man, has his limitations; and they are such as to exclude him from a college presidency. A college president is, first of all, a teacher. That is his profession. The university is a teaching instrument, and, if he would fulfill the measure of his duty, he must understand how teaching is best done. Therefore, he must be a pedagogue. It is his profession. Of course, as in every other profession, where a great institution has to be looked after, he must have the executive ability, and he must have that highest one of executive abilities—the power of selecting the men for the work which they are to do. Now, I submit that unless he is a teacher, and understands generally with reference to all teaching that is to be done in the university, he is not fitted to make the selections which are to build up the faculty which is to do the work of the institution.

And I congratulate you, sir, and I congratulate the University that it has a President that fills in every respect the measure which I have described. (Applause and cheers.)



**THE INAUGURAL ADDRESS**



## THE INAUGURAL ADDRESS

PRESIDENT WILLIAM ARNOLD SHANKLIN,  
L.H.D., LL.D.

PRESIDENT TAFT, MR. PRESIDENT AND GENTLEMEN OF THE TRUSTEES, MY ASSOCIATES OF THE FACULTY, ALUMNI AND STUDENTS OF WESLEYAN UNIVERSITY, LADIES AND GENTLEMEN :

**I**T is not in my own name but in the name of learning that I thank you all for these gracious greetings and the favor of your presence. You are here not to honor an individual, but to attest your appreciation of the cause he represents—a cause as sacred as the rights of man. Yet that man would indeed be dull of pulse who could stand in this presence and not be moved thereby and by the thoughts that spring from such a scene. Your words both humble and inspire me. They express a hopefulness and a confidence which it will tax human capacity to the utmost to justify; and I here pledge myself anew with good heart and willing service to the deepening and broadening influences which are the destiny of Wesleyan University in her service to the world. For a college cannot belong exclusively to a class, sect, or creed, or have geographical or other similar relations. It cannot be confined to a country, generation, or time. It must be so conducted that while best serving each generation in its turn it will ever adapt itself to the new and larger wants of the larger one.

There has been in recent years a great deal of discussion as to the question whether our colleges and universities are doing the work they might do. Reformers of divers types have fiercely assailed the college, some declaring that it is face to face with a veritable struggle for existence, some even contending that it has become an unnecessary part of our educational system. The present year has been noteworthy for the serious study given to college problems. We have had the benefit of the pregnant inaugural addresses of several leaders. Books like those of Flexner and Birdseye, products of profound study, however much we may differ from them in some of their conclusions, have been a worthy

contribution. Indeed, there is a general awakening to the real seriousness of the problem of higher education in America. It is as true to-day as when Bacon wrote: "A just story of learning, containing the antiquities and originals of knowledges and their sects, their inventions, their traditions, their diverse administrations and managings, their flourishings, their oppositions, decays, depressions, oblivions, removes, with the causes and occasions of them and all other events concerning learning, I may truly affirm to be wanting."

The college is essential to civilization. Every people that has made a luminous spot in history has generated its light in the halls of colleges and universities. To-day the college asserts itself in every civilized land, not least in our own, as the servant of an ideal without which life would be barren. To destroy the college would be to turn back the hands upon the dial of history for centuries; to support it is to set free a vitalizing energy in every field of human endeavor. The very existence of the free institutions of which we boast may depend at last upon the work of the college. The most enthusiastic patriotism cannot shut its eyes to the fact that our institutions are still on trial. They have not passed beyond the experimental stage. The problems of republican government are not yet solved. We are the first successful republic, and we have not yet succeeded. The problems of constitutional liberty must be solved in our colleges and universities, which must instill a deeper discipline, a higher manhood, and a more intelligent patriotism than we have at present. The college is the fountain of intelligence. Without the college we cannot long maintain common schools. Without common schools we cannot long maintain general intelligence. Without general intelligence we cannot maintain our liberties. "Our republic will not survive our intelligence."

Is the college of to-day fulfilling its double function? Is it sending forth men of globular culture? Is it training men who will shirk no demand and reckon less than nothing any of the penalties of high leadership; men of intellectual length and of spiritual girth; men who, alert, unbending, invincible, by their embattled personalities, by head and heart, by brain and soul, serve their day and generation? Herbert Spencer declared that the function of education is to prepare for complete living, that its life and discipline are a process of preparation, not a process of information.

True culture necessarily implies the development of all one's faculties. It also implies a thorough examination of some particular topic. The educated man should know something of everything and everything of something. The truest preparation for life, whatever the vocation is to be, is wide-mindedness, an interest in the whole round of lore and life, a heart responsive to the multiformity of knowledge. This supplies that catholicity of mind which should be won in college life. To "see things as they really are" is one of the rarest privileges of the educated man. To help others to see them so is one of the greatest services he can render. In the words of Phillips Brooks, he must "bring in himself such a character as shall transmit truth to men, and, gathering the light that lies above the stars, lay it in clear, soft rays upon the daily life and work of men so that they may not be in darkness."

It has long been the boast of Oxford and Cambridge that they have trained the governors of England. Our colleges and universities have been and are rendering the same sort of service to the United States. At least I am certain that the heads of our colleges agree that the will and determination to be of service to our fellow men is the corner stone of American academic philosophy. The distinctive characteristic of the English university is culture, and that of the German university is scholarship. But the unconscious aim and spirit of the American higher institution of learning may best be defined by the word "service"; service by the scholar, by him whom Mr. Emerson characterizes as Man Thinking. The moral obligations of the college man to make his training efficient in the stream of life cannot invite too ardently nor compel too sternly. Service is his business; "not warbling himself to death on a pink cloud, but meeting the epidemic of the world, penurious of not one resource, so as to get the thing done." Capacity to serve, diligence to serve, is the only earldom in this land. One maximizes service by minimizing self, finds life by losing it—the paradox of all loftiest manhood. This purpose of service-ability held fast

Shall find the toppling crags of duty, scaled,  
Are close upon the shining table-lands  
To which our God himself is Moon and Sun.

The personality of the teacher is the chiefest problem in all grades of education. The most important thing about a college is its Faculty, and, whatever else it may have, it cannot be great

without a great Faculty. "The teacher is the school," well say the Germans. In order to do its work in the training of leaders the college must have in its Faculty great personalities, men of profound and accurate scholarship, lovers of learning and lovers of men, who hold truth as more precious than rubies and more to be desired than fine gold, who long to share the truth with all others. Truth is mighty, but truth in personality is well-nigh almighty. Personality is difficult to define, but we all recognize it, and when we come into the presence of it we instinctively pay it homage. In high personality there must be the intellectual element which knowledge supplies, and the emotional element which enables one to feel things, and the volitional element that one may do things, and the ethical element which puts conscience into things. It was this composite in Mark Hopkins that Garfield glorified in his famous saying, "that a log with President Hopkins on one end of it and a student on the other would be a college." It is because of this possibility of power in personality that the living teacher cannot be superseded. Books will not do the work. A living man before living men will forevermore be mightier than paper and ink. Professor James, in his chapter on the Will, has told us to how large an extent it is true that we catch both our courage and our faith from others. And at no time more than during the growing years of undergraduate life is there needed this life-giving touch of scholarly and courageous and believing personalities. There are invaluable elements of education which can reach one only through living contact with the mind and personality of a teacher who is a master of his subject. It is a silent, continuous induction of life into life that is essential. In the study of philosophy, of psychology, of ethics, of history, of literature, one important influence at least is the quickening of intellectual life by sympathy with the spirit of the teacher. A real teacher is not a mechanical medium. He is for the moment his subject vitalized with the inner power of new and living thought, of ideas made alive by passing through and absorbing a human intelligence.

Mr. Birdseye, in writing of colleges which are connected with large universities, recognizing that education is the influence of life upon life, is justly insistent that there must be found a substitute for the fructifying touch of the professor on his pupil. Fortunately for our youth, a reaction in favor of the unattached college of moderate size has set in. I do not use the term "small college,"



which I personally dislike and which it seems undesirable to perpetuate. The term "unattached, independent" is preferable.

In the university the function of teaching is necessarily subordinated to investigation. This means the losing of that subtle quality, the personality of the teacher, which is at the basis of all true education. Mr. Charles Francis Adams, in his Phi Beta Kappa address at Columbia University a few years ago, makes a strong plea for the restoration of the personal touch between teacher and student, declaring that in the institution with a large number of students the periodical examination paper is the nearest approach to personal contact, and that the average undergraduate is merely one unit in an impersonal mob.

Wesleyan University, amid all the vicissitudes of pedagogical theories of the last decade or two, has ever remained true to its own ideal as a college where teaching, the upbuilding of mind and character, is regarded as the chiefest function of the American college. At the same time Wesleyan has gained a just reputation, second to none, in the productivity on the part of its Faculty in the humanities and science.

There are various ways of regarding teaching. One man calls it a dingy trade. Another rejects all responsibility outside of the classroom, maintaining that his sole duty is to advance the knowledge of his subject, utterly regardless of the men before him. Wesleyan University is a college which prefers to regard it, with Professor Palmer, as a beautiful art. It should be the glory of the college professor that he is a teacher of men. President Pritchett, in a recent report, says, "Research is a word to conjure with, but in the last two decades more sins have been committed in its name against good teaching than we are likely to atone for in the next generation." We maintain that man does not live by bread alone; that preparation for profession or business, for the making of money, for the obtaining of social or political position, is not the only, nor is it the prime function of a college. Education includes a moral and religious nature; character makes men and nations, and is more than knowledge; and the highest function of a college professor should be to see and feel God in science, history, and literature, and, to use the beautiful expression of Dante, to be a light between the student and the truth.

While I believe that for undergraduate study the distinction

between the small and the large college is in favor of the small college, I am not particularly insistent that the college be small or large. It should be the qualitative, and not the quantitative, that should distinguish her. A university may be big and yet be small, and a college may be small and yet be very large. The great Master of Balliol again and again asserted that his success in reorganizing that college which led on to the practical reorganization of all Oxford, should be attributed to the limited number of students in Balliol and his consequent ability to reach every one of them with his direct, personal influence. For the value of any teacher diminishes as the square of his distance increases. The closer the student can come to the instructor, the more completely the rich, full, deep life of the one can be brought to bear upon the rapidly unfolding life of the other, the more valuable will be the contribution of the college to the development of the student.

Wesleyan can never be a college of great numbers. So be it, and ten thousand times so be it. Therein lies for Wesleyan an unique opportunity if only we are bold enough and brave enough to seize it. Our compact tradition and enthusiastic solidarity of life, where every man of Faculty and undergraduates knows every other man, joined with the positively assured high intellectual ideal of Wesleyan, have given the college its distinguished place among the institutions of the land. The president of one of our largest universities has wittily called attention to the fact that he has noticed that those colleges which boast of their limited number of students are never known to turn away any seeking matriculation. We openly announce that Wesleyan will not essay to compete for mere numbers, and that she does not desire at any time above five hundred undergraduates. She will be content with small but picked classes. We believe that then we shall continue to attract to the Faculty scholars of the first rank, who are tired of adapting their instruction to the requirements of incompetents, and of resisting appeals from the Athletic Committee to give their "star" one more chance. Within the last dozen years no less than seven of our professors—one of them has had three offers—have been offered more lucrative positions in larger institutions, and have quietly declined them. More than one of these men has in his field of study no superior as a scholar in any institution in America. With an unsurpassed equipment for an unequalled body of picked students we shall not

fear for the issue in point of intellectual and moral achievement, of internal enthusiasm or of external éclat in comparison with the work of immense educational plants that are already confessedly unwieldy, and of great numbers that have already become heterogeneous. President Stryker speaks not only for Hamilton College, but as well for Wesleyan and other like strong, independent colleges: "The genuine college is bent to discover, to awaken, to excite noble emulation; to make for sanity of mind and body; to teach the soul to swim; to rub men close as life will rub them; to promote an accuracy and a promptitude that are not pedantry, and a vision that is not dreaming; to develop intellectual poise and reach, along with accuracy of expression and oral leadership; not to lose the unit in the mass; to stimulate a common moral sentiment which shall shame the dullard, the superficial, the unsocial, and repudiate the snobbish, the profligate, and the false." And the college which does this can never be small to the eyes that look for quality rather than noisy bulk.

Amid the epidemic, now happily lyterian, toward the free-and-easy options of the extreme elective system, some of us have persistently denied that all subjects are equally valuable, and have held fast to certain disciplines as not exclusive but as indispensable to a well-formed mind. We have refused to fall in line with that mischievous "scrap-heap" educational fad, now recognized as such even by many who until recently accepted it. Nor does this mean that I am not a believer in the fundamental idea of the elective system, namely, that of individuality and the cultivation of aptitudes; but that idea has found poor expression through the unscientific system, or lack of system, so largely obtaining. Happily we are in the midst of a salutary reaction against the excesses of the elective system.

Even in its early years Wesleyan University recognized the educational value of modern languages and the sciences of nature; and the first president, Willbur Fisk, maintained that the humanities were not the sole medium for the acquisition of general culture. The marked change from the fixed curriculum was, however, made at Wesleyan in 1873. Three four-year courses were announced, leading respectively to the Baccalaureate degree in arts, philosophy, and science; the first including both Latin and Greek, the second Latin but not Greek, and the third neither of the ancient languages. In each of these courses a range of elective

studies was provided. Our present system, leading to the degrees of Bachelor of Arts and Bachelor of Science, is a system of election with certain absolute requirements, the prime emphasis being placed upon efficiency in the use of the mother tongue in speech and writing. In the choice of studies withal, election is limited by the necessity of certain prerequisite studies. And overspecialization is averted by a group system requiring each student to choose a specific number of hours from each of three divisions of language and literature, science including mathematics, and the "modern humanities"—history, philosophy, ethics, and religion. Students must be forced into some lines more irksome than the average man will voluntarily choose. With all these restrictions there is constant need of guidance for the student at critical times of choice. This we try to give at the time of registration; and yet there is, after all, a lamentable lack of information and of wisdom. Many a man's courses are determined by a passing whim or by accident, or along the line of least resistance. A course of lectures by heads of departments, attendance upon which should be required, clearly setting forth the claims and advantages of different lines of study, inadequate as such preparation would of necessity be, would afford points of comparison, awaken intelligent interest, and save some men from mistakes.

In the curriculum to-day the older and the newer knowledges stand on a common footing of absolute equality. Each particular subject has its own place, significance, and value in its relation to the totality of knowledge of which it is a component member. The college is to cultivate the scientific habit of mind, the faculty of grasping the universal element of all human knowledge. The different departments of knowledge cannot be taught scientifically without showing their relations to each other as parts of one organized whole. To know any one subject thoroughly one must know many more. The most superficial knowledge of science in any of its provinces suggests to us by how many links one is connected with another. Indeed, "science is just the search for unity; the endeavor to reproduce in thought that systematic order and harmony and unity which exist in all things." Finally, it leads us to think of God as the God of truth, whose dwelling place is wherever knowledge sheds its light over the paths of men, whom every true thought and every discovery are helping us to know more fully.

Language and the mathematics are the best formative instruments toward exactness and readiness and breadth. As the science of necessary conclusion, mathematics educates precision, method, and sureness. As the record and the implement of personality, language is a prime means toward human realization in the actual world. These disciplines, though not exclusive, are indispensable to a well-trained mind. No English author ever wrote history with such regal splendor as Lord Macaulay. In one of his letters he betrays the secret of his enchanting style: "During the last thirteen months I have read Æschylus twice, Sophocles twice, Euripides twice, Pindar twice, Theocritus twice, Herodotus and Thucydides, almost all of Xenophon's works, almost all of Plato, Aristotle's 'Politics,' and a good deal of his 'Organon,' besides dipping elsewhere in him; the whole of Plutarch's 'Lives,' about half of Lucian, two or three books of Athenæus, Plautus twice, Terence once, Lucretius twice, Catullus, Tibullus, Propertius, Lucan, Livy, Velleius Paterculus, Sallust, Cæsar, and, lastly, Cicero."

If one would become a master of the immense wealth and various power of the English tongue he must go back with something of Macaulay's reverent enthusiasm to the perennial sources of that wealth and power. Nor should it be overlooked that a knowledge of the ancient languages is of great service in mastering the details of modern science, the terminologies of which are based on Greek and Latin. So far from the humanistic studies having lost strength or efficiency by ceasing to hold the exclusive position which they formerly occupied, they have acquired a place in the higher education which is more secure because the acceptance on which it rests is more intelligent.

The necessity necessitous upon the college is that the elective system be based upon scientific principles and the scientific study of the individual student himself, with special reference to his character, his intellectual capacity, and his special tastes. But I reiterate, far more important than the question of what one shall study is the question of who shall be the teachers. Teachers are more than books, life is greater than curriculum. It is personality that counts far more than mechanism. There is no position in modern life with greater opportunity and larger responsibility than that of the teacher in the college.

All that has been said of teaching and of the curriculum has

direct application to the undergraduate. The college exists for the undergraduate, and has in mind both the individual welfare of the student and the society which he should serve. The ideal student never comes; the actual student is what we want. He is "a compound of opportunity, application, and ambition." Students might well be divided into three classes. The first class includes him whom I have termed the actual student. Out of the second class, composed of men of earnest purpose with very ordinary native powers, because of their grit and determination come many of our leaders. For those of the third class—the "good fellows," the student-loafers, whose maxim is that a gentleman's rank in college is the lowest passing mark—there is no place in college. For such who, by some means, find entrance, the back door of the college should move smoothly for their speedy exit. This problem is not, however, a serious one for the college of limited numbers and of high intellectual ideals. At Wesleyan if a student, after having been warned, continue his purposelessness and dawdling, he is summarily dropped. From this action of the Faculty there is no court of appeal. It is sometimes difficult to resist the entreaties and promises of fond parents and of fraternity friends, but the firm stand of the Faculty is tonic to the entire undergraduate body. It is a practical emphasis of the fact that the college is a place for intellectual training.

In the general atmosphere of freedom which is now recognized in college life it is natural that in increasing measure the responsibility for the good conduct and the good name of the college body should be thrown upon the students themselves. A large share of the friction in college government has come from the fact that Faculty and students have failed to understand each other. For several years there has obtained at Wesleyan a Conference Committee composed of representatives of the Faculty and of the undergraduates. While the sole function of this committee is that which its name would indicate—conference—it has led to mutual understanding and harmonious coöperation for the progress of the college. In more than one instance the undergraduate members have recommended to the Faculty the dismissal of some flagrant offender.

The honor system of examinations, long in force in the University of Virginia and other southern institutions, was adopted at Wesleyan in 1893. During these years it has grown in efficiency

and in the augmenting support of the Faculty and the undergraduates. Professor Rice, who has seen its working throughout the entire period, says that it has not indeed ushered in the millennium, but that no one in Wesleyan doubts that examinations are safer when conducted by the honor of the students than when guarded by the vigilance of the instructors. The atmosphere of mutual trust makes the whole life of the college purer and nobler. An editorial in the last issue of one of our undergraduate publications recounts the pride that the students have in our honor system, and calls attention to the fact that it is not so much the letter of the system which arouses that pride as it is the spirit which makes that life possible. The article declares that a violation of the honor system is heresy against college spirit, and that the destruction of the system would mean striking at the heart of Wesleyan.

Another of the healthy signs of college life is the character of the men whom, in our best colleges, the undergraduates instinctively choose as presidents of the college body, as class presidents, as athletic captains, and in general as leaders. With rare exceptions undergraduate leaders are straightforward, manly fellows, who personally shrink from any kind of meanness and who join the President and Faculty in honest partnership for the good of their fellow students and the college. In the regulation of their community affairs it is far better to hold the students responsible. Thereby, in putting some civic duty for the college upon the undergraduates, the college is training future citizens who will later be able and willing to exercise leadership in civic affairs.

Misleading as the predominance of athletics in the college may be, bad as the management of college athletics has often been, the fact remains that in athletics lies a saving power. Training means regularity and clean life. Nor can we afford to lose the lessons of self-control, concentrated attention, prompt and vigorous action, and instant and implicit obedience. Steadily the standard of honor in all intercollegiate contests is rising. Undergraduates exhibit and demand to-day a higher degree of true sportsmanship than ever before. While formerly too often intercollegiate contests were held at the expense of manhood and morals, to-day college sport is the builder of intellect and character. The contests supply an element of zest and enthusiasm to the student life, they create and foster a healthful college spirit, a needed *esprit de corps*.



The problem is to secure intercollegiate rivalry enough to foster the right college spirit in the right measure, while at the same time exalting and holding fast the main objects of college life—scholarship and service. None of the major sports is it wise to abolish. They are too valuable. The responsibility is upon the faculties to control them. This a little old-fashioned courage can do. At Wesleyan no student is allowed to represent the college in more than two of the major organizations in any college year, nor on any two that are in progress at the same time of the year.

The only way in which we can make men out of the boys who come to college is in some form or other to give them opportunity in which to work out freely what is in them. The product of the college in which prescription and paternalism undertake to shape the life of the undergraduates will be a lot of cossets. The students should have an intellectual, physical, and social life, which they themselves earnestly and enthusiastically and freely make as their own. Most students come to college with high purposes, with character righteousness-directed, and determined to improve their unusual opportunities. Life in such an atmosphere is the best life itself, and is also the best preparation for life.

The education that forgets God omits its major premise. Nor by this do I mean that moral and religious instruction should be separated from other instruction. Indeed, the ultimate aims of religion and education are the same—both seek to call out the whole man in his harmonious development. The spirit of catholicity is also common to both—neither at its best has use for segmental half truths; each demands globed truth. Extra-college leaders of young men like Mott and Speer unite with those who are engaged in college work in the conviction that the power of Christianity among students is immensely increasing. This is easily understood when we recall that conviction and ideals are the chiefest results of a true education, and that the supreme persons and convictions and ideals are Christian. Nothing so thoroughly enfranchises the intellect as personal faith in and loyalty to the Lord Jesus Christ. A favorite word with Christ was "truth." Had love and power been the only great words of Christ, one might have held that He disparaged intellect. But when you hear Him declaring, "I am the truth," you hear Him claiming to be Lord of the intellect; and truth, born in the intellect, takes the whole character within its grip. Education has ever adorned



Christianity with its strength, and Christianity in its turn has crowned education with its unfading glories. Christ must be placed in the very centre of the intellectual life if its highest possibilities are to be realized. When He who is the Truth is so enthroned truths will adjust themselves to one another in their proper relations. His voice speaks to students down the centuries, "Know the truth, and the truth shall make you free." The student demanding a genuine, rational, practical religion is responsive to this revelation of the divine life in the human soul. The veracity of science has instilled in him hatred for ignorance, passion, and untruthfulness, and he refuses to accept as religion that which does not develop transparency of thought and purpose, impartiality of judgment, and sincerity of speech and action. While he is generally not inclined to much profession of piety and not easy to shape into the earlier type of expressed discipleship, he is remarkably responsive to the call for service. Multitudes of college men are profoundly stirred by a sense of social responsibility and a passion for social justice.

Historically, there is a profound interdependence between the College and the Church. John Harvard and Abraham Pierson, and Tennent and Wheelock, and Kirkland and Willbur Fisk were men whose idea was elementally Christian. This vital relation is larger than any direct ecclesiastical control. The college idea has been thoroughly Christian; and so may it ever be. Yet, intensely religious as was the spirit in which our colleges were founded, it was not a spirit of narrow sectarianism. The charter of 1831 of Wesleyan University provides that "no president, professor, or other officer shall be made ineligible for or by reason of any religious tenets which he may profess, nor be compelled, by any by-law or otherwise, to subscribe to any religious test whatever." The college must "seek the truth where'er 'tis found." Thus only can it be loyal to the Great Teacher who is the Truth. Character, which is "reason schooled to think hard and straight into the ultimate constructive standards of duty, and obediently to choose them with all their enduring implications," makes men and nations, and its salvations are more than knowledge. To the college which maintains that "the fear of the Lord is the beginning of wisdom," the nation must look for its leaders.



THE CONFERRING OF HONORARY  
DEGREES



## THE CONFERRING OF HONORARY DEGREES

CANDIDATES for the honorary degrees of Doctor of Divinity and Doctor of Humane Letters were presented by Professor M. B. Crawford, and candidates for the degree of Doctor of Laws by Professor C. T. Winchester. President Shanklin, by the authority of the University, conferred degrees in the following terms:

### DOCTOR OF DIVINITY

Richard Watson Cooper: Successful teacher of English Literature, President of a college forever enshrined in my heart, because of your earnest and efficient service in the Christian ministry, because of your eloquence as a preacher and your ability in practical affairs, I admit you to the degree of Doctor of Divinity.

Thomas Nicholson: Because of your eminent service as an enthusiastic teacher, a successful college President, and especially because of your inspiring leadership of the educational interests of a great church, I admit you to the degree of Doctor of Divinity.

George William Knox: Preacher, missionary, wise and trusted teacher of perfect vision, who "revels in the battleground for new and living thought," I admit you to the degree of Doctor of Divinity.

### DOCTOR OF HUMANE LETTERS

Ashley Horace Thorndike: Your scholarly and successful record as an undergraduate was an earnest of your continued development and your success in your chosen lofty vocation. Wesleyan will always be your own "to have and to hold, to love and to cherish." It gives me pleasure to admit you to the degree of Doctor of Humane Letters.

### DOCTOR OF LAWS

James Hampton Kirkland: Cultured son of the South, gifted with eloquence, with insight, with high administrative talents which have for years been given to the upbuilding of Vanderbilt

University, rejoicing in your great work which makes for the welfare of our whole country, I admit you to the degree of Doctor of Laws.

Richard Cockburn Maclaurin: World-trained scholar, clear thinker, investigator, rarely gifted teacher, I admit you to the degree of Doctor of Laws.

Samuel Hart: For your fidelity to the work of the Christian ministry, for your accurate scholarship, for your service in the cause of a great church, I admit you to the degree of Doctor of Laws.

George Harris: Both a distinguished son and the President of Amherst College, eloquent preacher, forceful writer, efficient administrator, I admit you to the degree of Doctor of Laws.

Melancthon Woolsey Stryker: President and second founder of Hamilton College, embodiment of those fine and firm things for which stands the college whose colors are the continental blue and buff, scholar, teacher, writer, preacher, administrator, lover of knowledge for its own sake, it affords me rare pleasure to admit you to the degree of Doctor of Laws.

Harry Augustus Garfield: Possessor of that fine culture which is the product of the best mental discipline and of the noblest ideals, brilliant teacher of political science, I admit you to the degree of Doctor of Laws.

Matthew Henry Buckham: Primate of American higher education, ennobling human character with your own lofty purpose and, above all things, loving and living the truth, I admit you to the degree of Doctor of Laws.

Ernest Fox Nichols: Leader of research in experimental physics, teacher of indomitable physical vigor and intellectual insight, I admit you to the degree of Doctor of Laws.

William Herbert Perry Faunce: Distinguished son, and now the honored President, of the institution that gave the first President, Willbur Fisk, to Wesleyan University, in recognition of your deep and broad and genuine scholarship and your eminently successful administration of your Alma Mater, I admit you to the degree of Doctor of Laws.

William Burt: From your youth a member of this society of scholars, consecrated missionary, ecclesiastical statesman whose work for humanity has been graciously recognized by European rulers, I admit you to the degree of Doctor of Laws.

Daniel Ayres Goodsell: Reverend and thoughtful seer, servant and inspiring preacher of righteousness, scholar and litterateur, I admit you to the degree of Doctor of Laws.

Elmer Ellsworth Brown: Clear-brained and tireless, because of your scholarship, your accuracy, and your patient fidelity as head of the great work of the government in education, I admit you to the degree of Doctor of Laws.

Elihu Root: Jurist, constructive statesman, Secretary of War, Secretary of State, envoy of good faith and good will among the nations, Senator from the State of New York, and in all these relations clear-sighted, just, patriotic, a trusted leader of the people, I admit you to the degree of Doctor of Laws.

James Schoolcraft Sherman: For twenty years member of Congress, Vice-President of the United States, learned in law, eloquent in speech, leader in statecraft, standing foursquare to life's exactions and awards, I admit you to the degree of Doctor of Laws.

William Howard Taft: From youth accepting the ordination of duty, teacher of law, jurist, President of the Philippine Commission, Secretary of War, Chief Magistrate of the United States, your life given to big thoughts, to wide sympathies, to determinative, aggressive, and triumphant activities, thus ennobling the ideas and the ideals of the true college man, I admit you to the degree of Doctor of Laws.

In the name of this society of scholars, I declare that you are entitled to all the rights and privileges pertaining to your several degrees, and that your names are to be forever borne on the roll of its honorary members.





PROGRAMME OF THE PRESENTATION OF  
DELEGATES



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## PROGRAMME

### Of the Formal Presentation of Delegates to the President of the University and to the President of the United States

FAYERWEATHER GYMNASIUM, 3 P. M.

Music—Cavatina

*Raff*

#### Brief Addresses

William Herbert Perry Faunce, D.D., LL.D.,  
President of Brown University

The Honorable Elmer Ellsworth Brown,  
Ph.D., LL.D., Commissioner of Education of the United States

Music—Minuet

*Boccherini*

#### Roll Call and Presentation of Delegates

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ADDRESSES AT THE PRESENTATION OF  
DELEGATES



WILLIAM HERBERT PERRY FAUNCE, D.D., LL.D.

President of Brown University

**B**Y appointment of those who order this happy festival, I have been requested to present to the President of Wesleyan University and to the President of the United States this distinguished company of scholars, who have come from all parts of this land and from Europe, bearing their gifts—the invisible gifts of steadfast faith, of unquenchable hope, of earnest God-speed to the old college and the new administration.

The eastern colleges, especially those of New England, are more individual and individualistic in temper than those of any other section of this country. They came into existence at various times and under various impulses during the space of two hundred and fifty years. None of them were made to order; they are, most of them, not the result of any legislative enactment, not the result of a single wealthy benefactor, not the offspring of any single school of philosophy or of any one ecclesiastical body. They are, rather, indigenous to our soil; they have grown as our pines and hemlocks grow, thrusting their mighty roots into their native ground, every year adding new rings to their girth and new diameters to their shadow. It might be supposed, then, that these institutions would stand apart, if not in distrust and suspicion, at least in academic isolation and peculiarity.

But, whatever may have been true decades ago, to-day these eastern colleges constitute a sympathetic and genuinely coöperative fraternity. Their presidents have never allowed any shadow to come between them. In an observation of twenty years I have never known any two college presidents to have a genuine misunderstanding. The Nestor of us all, Charles W. Eliot—who because of his recent retirement is absent to-day for the first time in forty years from any great academic festival in New England—has always been lavish in placing his rich experience at the service of the youngest novice in collegiate administration. These college faculties are in constant consultation and correspondence, and it is not unusual for a teacher in one faculty to lecture for a

term, or even for a year, in the faculty of another college. Our students meet constantly in honorable rivalry on the athletic field and in the forum of oratory and debate. Our alumni mingle in all the pursuits of modern life, and frequently a man's closest friends are found among the graduates of some other institution. Therefore, though no legal pact binds these colleges, though there be no "solemn league and covenant," no parchment bond to hold us together, we have already attained that time of which William Watson sang—if I may change a single word in his flowing verse:

The coming of that morn divine  
 When colleges shall as forests grow,  
 Wherein the oak hates not the pine,  
 Nor beeches wish the cedars woe;  
 But all in their unlikeness blend  
 Confederate to one golden end. (Applause.)

And so, in the radiant sunshine of this Indian summer day, the "golden end" of all our colleges becomes plainer than ever before to each one of us.

We bring you, sir, from these various institutions to-day our greeting and our good wishes. We recognize the fact that another President of a New England college has come from service in the West. Not all of the wise men come out of the East. New England has been for decades giving her best brain and brawn to the West, and it is now about time for her to make some reprisals and secure some payment in return. There is more of New England in some parts of Minnesota and Oregon than in some parts of Connecticut, Rhode Island, and Massachusetts. More and more we shall look for men to come from where New England's influence dominates the farther West, to help us here in the solution of our weighty problems.

We recognize also the contribution of Wesleyan University to the life of the nation. From your chairs of chemistry and geology have steadily come contributions to modern science. From your chair of English literature has come a voice that has charmed thousands, East and West. From your chair of philosophy are constantly made contributions penetrating and illuminating to our modern thinking. And from the work of other chairs that I might mention it is obvious that Wesleyan University is nobly serving the country at large. (Applause.)



We rejoice also to recognize that here the profound religious impulse, in which our eastern colleges were almost all of them founded, has not been quenched but still shines bright and clear. The perpetuation of that impulse from generation to generation depends chiefly not on legal requirement, not on charter provision; it depends upon the men that you have here as teachers. Because of those men we believe that character will never here be held subordinate to mere curiosity, nor students forgotten in the pursuit of study. We rejoiced to hear your words of this morning affirming that religious aspiration is a permanent factor in the civilization of the world, and in that great affirmation we unanimously and heartily join.

And in the presence of our Chief Magistrate surely we cannot avoid saying that all these various colleges gain to-day a deeper conception of their duty to the republic of which they are a part. We thank the President of the United States for his presence here. It is not simply a tribute to one college, but to all colleges; to his faith that these colleges are the organs in some sense of our national life, and are making some contribution to the solution of our national problems.

We are told at times that the perils that confront us are enough to produce pessimism; that all around are men of narrow horizon, of darkened minds or anarchistic ideals; and men say: "What shall we do? Shall we shut off immigration and shut up some men of our own country who are anarchistic in their ideals?" My friends, ought we not to find the solution here? Shall we not for every man of limited view, of anarchistic temperament, import from our colleges into the great centres of population ten men who see life steadily, who have just and true ideas of government by the people and for the people and of the people? Shall we not, for every man who fails to appreciate his country, graduate ten men who know its history, who know what it cost the fathers, and who are willing to live for it as bravely as the fathers died for it? (Applause.)

When a certain man—not altogether unknown to you, sir [turning to President Taft]—was a police commissioner in New York city years ago, he read a certain book fresh from the press, entitled "How the Other Half Lives." At once he determined to seek out the writer. He went down into the lower part of Manhattan; he climbed the creaking staircase in an old tenement house to

the door of a hall bedroom, and knocked. There was no response; no one was there. He took out a visiting card and simply wrote, "Have read your book and came to help," and signed his name, "Theodore Roosevelt." (Applause and cheers.)

In the spirit of that motto, sir, you are teaching us how to live. In the spirit of that card let us teach the graduates of our colleges to go forth from their Alma Mater, saying: "We have read the books; we have read the history, the literature, the philosophy, the sciences, and now we go forth, not to form an intellectual aristocracy that shall look down upon the average man, but to form a great army for truth and for righteousness. We have read, we have studied, and now we come to help."

With this attitude, with this pledge for ourselves and hope for our students we, the colleges of this country, bring you greeting and good wishes, and pray that in and through this occasion the ideals that shine so bright before us may be carried into all the institutions of learning in America. (Applause.)

THE HONORABLE ELMER ELLSWORTH BROWN,  
PH.D., LL.D.

Commissioner of Education of the United States

THE PRESIDENT OF THE UNITED STATES, PRESIDENT SHANKLIN,  
OFFICERS AND MEMBERS OF THE UNIVERSITY:

**I**T is a pleasant duty which your courtesy has devolved upon me, that of bringing greetings which may in a measure represent the good will of educational institutions throughout this land. The fellowship of universities is a rising influence in our educational world. It is furthered by such gracious hospitality as you have extended to us, your friends and guests, on this notable occasion in your history. We are glad that we have come. We are glad, Mr. President, to be here as witnesses of the dawn of your administration. We shall go away refreshed with a new sense of unity in educational endeavor. And we hope that a like sense may remain with you, to lighten somewhat the burden of your great responsibilities and to brace your spirit in time of doubt or difficulty.

You have come to your high office when we in this country are on the topmost crest of a wave of academic unrest. While we con-

gratulate Wesleyan University on its notable history and on the auspicious beginning of a new administration, we congratulate you particularly upon the time of your entrance upon your great undertaking.

How shall the republic meet the needs of its citizenship as regards the higher education? This question, as old as the republic itself, is now pressed with new urgency, when our rapid increase in population is met with a still more rapid increase in college attendance, and the scope of collegiate instruction is widened past all human experience. It presses itself upon you in this hour.

Ours is a republic that prizes variety as well as unity. It does not seek to establish one only, approved and registered, type of public education. Every institution has a part of its own to play, has an enrichment of its own to add to our educational wealth. May we not look to an institution such as yours, having affiliations with a great religious body, to cast a new illumination upon one of the oldest, the most difficult, the most profound questions of our civilization, the question as to the vital and ultimate relations between religion and righteousness and the relation of education to both? But, since the first work of all educational institutions is to educate, and since our people may not rest with any cultivation less than the best, your work, may we suggest, is, after all, essentially a part of the one great work of American education—to make continuously for our people an education abreast of that of the foremost nations of the earth, and in its own peculiar excellence one that shall lead the nations of the earth.

Our wave of discussion cannot pass like a wave far out at sea, leaving no sign of its rise and fall. It is a wave that beats upon the shore, beats upon established institutions, and it will leave its mark upon them in changes that may not "sink again into sleep." Everywhere there is expectation of improvement in our academic life. We doubt not that Wesleyan University and you, her President, are to have an honorable part in the making of such improvement. May you enter upon your new work as a strong man rejoices to run a race, and continue in it prosperously and happily till you shall finish your course with unabated joy. (Applause.)

## 82 INSTALLATION OF PRESIDENT SHANKLIN

### ROLL CALL AND PRESENTATION OF DELEGATES

As the name of each delegate was called Professor Andrew Campbell Armstrong, as Marshal, announced his name and title, and presented him to President Shanklin and to President Taft.

[For list of delegates, see page 125.]

SPEECHES AT THE DINNER



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SPEECHES

At the Dinner to Delegates, Invited  
Guests, Trustees and Faculty  
of the University

FISK HALL, 6 P. M.

Professor C. T. Winchester, L.H.D., Toastmaster





## PROFESSOR CALEB THOMAS WINCHESTER

### Toastmaster

**I** ACCOUNT it a privilege and an honor that I have been asked to preside at these exercises which close what has certainly been one of the most memorable and auspicious days in the history of Wesleyan University. But I must be pardoned if I feel some misgivings at standing here to preside on an occasion like this—not on the ground of personal modesty, by which, I believe, I am not overmuch troubled, but, rather, because I fear this place might be more fitly occupied by a younger man. I do not, indeed, own to any venerable years, and I promptly resent the respect paid to age. But I gather from the copious discussion concerning the American college in the press and on the platform, during the last five or six months, that we are at the beginning of something like a new era; that the college is going to do something that we haven't been doing, or to do something that we have been doing and do it better. The young men have the floor and "nothing is to be just as it's been before." It were, perhaps, better, then, that this place should not be occupied by one who, whatever his actual years, sometimes begins to fear that he may be accounted a member of that Old Guard—of whom there are always one or two in every college faculty—who can say of college presidents, "They may come and they may go, but we go on forever"; who die but never resign; who stand at their post and calmly await the final dismissal of—a Carnegie pension; which differs, by the way, from the dismissal of death chiefly in that to be well prepared for it you must *not* be too religious.

I am sure I shall not be accused of any lack of sympathy with movements of reform or progress in our college life; least of all of any hesitation heartily to second the policy laid down to-day by my own honored President. But perhaps some of us *have* been a little too much at ease in Zion. We have been in love with our work; we have been in love with our men; we have sometimes blindly fancied that some of them really found almost as much interest in the lecture-room as on the athletic field; and in the company of these young, eager fellows and of those great im-

mortals in literature and science who can never grow old, we have not marked the progress of the years. In our content we have been, perhaps, a little too distrustful of the alleged decay of scholarship in the average college student; too forgetful that all about us the woods are full of Ph. D.'s, every one of whom knows something better than we can know anything, and all of whom together constitute a corps of specialized omniscience.

But, at all events, we are beginning to show a little healthy discontent. I heard the other day of a man who after long years of membership in a Christian Science church lapsed into plain Christian, and on being asked the cause of his change, replied, "Well, you see, the fact is, I got tired of being so d——d happy all the time." Some of us occupants of college chairs may be showing a similar hopeful restlessness. At all events, the wide discussion of college work and methods at the present time should be proof enough that our colleges are not in any state of inert indifference. In fact, I venture to think there is no real decline in the character and value of the work done in our colleges, but that their present position is only one stage in the process of healthy readjustment to new conditions through which the American college has been passing for the last fifty years. We have, of course, many problems arising ever new out of these changing conditions—out of the larger number of young men seeking some sort of higher education, and the widely differing ranks of society whence they come; out of the wonderful broadening of the field of knowledge; out of the difficulty of wisely relating general culture to special training, the college to the university—problems enough, doubtless. I do not propose to enumerate them, still less to discuss them, for I am cautioned that I at least must not speak more than five minutes this evening. But I believe that as in the past, so now, and so in the future, whatever our changes in methods and subjects, we shall find the chief motive and end of a college education in the perennial love of learning rather than in the special training for practice; and that always the real teacher will find or make real students. Perhaps we make too much of the difference between what we call cultural and what we call practical studies. Any subject that thoroughly enlists the intelligence and enthusiasm of the man is good for his culture; and, on the other hand, those studies, literary or philosophic, that seem most thoroughly divorced from practice contribute richly to that reserve of personal

power on which the practical efficiency of the man very largely depends. I believe that the engineer who is at home with his Shakespeare or his Browning is not only a broader and a happier man but a better engineer. We may be sure that in all the modifications of our college system, by a sort of natural selection, those forms and subjects of intellectual training will survive which are found most useful, not merely for the special skill of a craft or profession, but for the broader wisdom of life.

I take it that all our colleges, with healthy individual differences, have most essential interests in common; and it is one especial charm and profit of occasions like this, that they emphasize that community of interest, and by the comparison of views and methods, strengthen the sense of fraternity among American colleges. It is especially fitting, therefore, that I should call first upon one who may justly be termed the dean of our college presidents, who unites with the vigor and forward outlook of unchanging youth the wisdom of long years, when "old experience doth attain to something like prophetic strain." I have the honor to call upon President Matthew H. Buckham, for nearly forty years the honored President of the University of Vermont.

#### PRESIDENT MATTHEW HENRY BUCKHAM

**Y**OU have laid a heavy burden on your new President, and I want to give him a word of cheer. First, I can assure him that the material which he will have to work on, and work with, is all that he could wish, and is as good as the best. After the few are retired who are not of college stuff, the student body in any of our New England colleges has, implicitly and potentially, the making of as fine intellectual and spiritual manhood as any body of young men anywhere found. Under good inspiration and guidance, they have the power to form themselves under good leadership, to solve their own serious problems, to correct their own errors. Under such inspiration they are able, for instance, to handle this grave problem of athletics, to purge out of it whatever is brutal and savage and to retain whatever is gymnastic and sanative. In short, Mr. President, you and your Faculty have the opportunity to form a partnership with the body of students in everything a college should stand for—a partnership, in Burke's phrase, in every virtue and in all perfection.

And, next, reënforcing what has been more than once said to-day, I counsel you to note as a fact of observation, that a college of moderate size, large enough to furnish the variety of character which is one important source of education, and not so large as to prevent general acquaintance with one's fellows—a college of limited curriculum, which undertakes a few great fundamental disciplines and works them thoroughly, and which especially emphasizes the catechetical method of instruction—that such a college has certain advantages—I do not say all advantages—over institutions of large size and more extensive curricula, for training in scholarship and efficiency, so that it has become almost proverbial that relatively more men of eminence come from the colleges of moderate size than from the great universities—a fact which has been made conspicuous by the college affiliation of the men composing the brilliant assemblage of scholars and jurists and statesmen and divines, gathered for this great scholastic function here to-day.

And, finally, the one condition which would make all this potentiality actual is the loyal and cordial and persistent support of all the natural friends of Wesleyan—of its own family and nearest of kin, its alumni, of course, every one of whom should consider himself a trustee of the university—and also its near of kin, even its remote kin, everybody who has any tie, whether of locality, of religious sympathy, of intellectual affinity, of social attachment—every one who receives from, or owes to, Wesleyan, any spiritual influence of any kind. Any institution which, like Wesleyan, can count a hundred years of existence, or nearly so, has some distinctive character for which many love it. Let these many manifest their love, each in his own way, and success is assured. And now that you have given me, Mr. President and Trustees, the right to share with you all the good things that shall be yours hereafter, permit me to say that we of Wesleyan can desire no better augury for the new administration than the continuance and growth and accumulation of this splendid spirit of loyalty and affection for Alma Mater, her new President, her old and new teachers, and all her belongings and hopes and ideals, which has made this day high and memorable.

#### THE TOASTMASTER :

Having called upon one of the oldest of our college presidents, may I now call upon one of the youngest. We are happy

in having with us this evening a gentleman—an alumnus of Wesleyan—who had already won distinction as an excellent teacher of English and an efficient public speaker when he was elected to the presidential chair which President Shanklin had just vacated. I know he will expect all Wesleyan men to deem that a most honorable and difficult position to fill; I trust he will pardon in me the familiarity of old acquaintance if I say his case reminds me of a venerable myth—with a difference. It is related, you remember, that a very worthy but somewhat self-distrustful gentleman, passing out of this life, went—where all Wesleyan men go—but seemed on his arrival to be a little hesitant and apprehensive. “What’s the matter?” said a celestial companion. “Well,” he replied, “you see I am a little afraid my halo doesn’t fit.” “O, yes, it does,” said the other, “and, anyway, you’ll soon grow to it.” We can pay President Cooper no higher compliment than to say we have learned that his halo already fits. President Richard Watson Cooper, D.D., President of the Upper Iowa University.

#### PRESIDENT RICHARD WATSON COOPER

**I**T was suggested to me that I speak on the subject, “What a College Professor Thinks of the Presidency.” The only reason why a college professor with any love for his profession hesitates to accept the presidency of a college is the fact that the presidency of our universities is deemed commercial in character, while a professorship is altogether literary. An educational institution is always in debt, unless it be Chicago University, or it is in need of money. A college that does not step over the bounds of its income is not awake to its opportunities. It ought to be pushing the limit every year. The younger institutions, of course, are inevitably pushing their limits; consequently, the president of such an institution becomes something of a commercial agent. If any one had said to me six years ago that the presidency of a Methodist college in need of funds might be open to me I should have said, “No, I will not take it, for I love my work as a teacher.” And even now I am going to continue, if I can, to be something of an instructor to the students in the institution over which I am to preside as President. But the commercial problem is there; it is everywhere, whether it be the presidency of Chicago University, or the head of the university

of a great western State where the President must expect to work politically in the Legislature for the funds he needs. He must depend upon winning men who have means, or the alumni who have means, or the Legislature which commands the means, to the support of his institution. He never can expect to get from under that problem. He continually finds himself in the condition of a young woman who married recently, to whom her husband said: "Jeanie, our income is only just so much; we must live within it. Now, here is a little red-covered book I have bought for you; I want you to put on this side your receipts and on the other side your expenses." At the end of the month the little housewife brought the book with rejoicing and said: "Charlie, I have done just what you told me to do. Here it is: 'From Lovey, \$75.'" On the other side she had written, in neat hand, with great care, "Spent it all." (Laughter.)

A college presidency is not an easy task to undertake. Men revel in the delights of a professorship forever. The college professor owns his job; it is the one occupation that has permanency; he knows that it is his, and that generation after generation of students will come to him, and there need be no anxiety on his mind, even about getting them. But the college president has a different problem to solve. He must win the students; he must keep them in good humor after he has them, and even after they graduate; he must win the faculty into hearty coöperation in matters of discipline and curriculum; he must win the trustees into letting him manage the institution in the way he sees fit. These tasks, varying with the situation, are ever appearing, now and then, here and there. And, above all others, one, which is always present: he must labor in every way possible to secure the funds with which to run the institution so that there shall be no deficit at the end of the year, but an ever-increasing income with which to enlarge libraries, laboratories, and salaries. By success or failure in this one particular he, too, often rises or falls.

How different these tasks from the delights of the scholar and of the man of letters! At the installation of Professor Wilson as President of Princeton University, the retiring President said to him, "It may be pleasant in your new position to recall that you once had the tastes and inclinations of the scholar, but it will be only a recollection." As a college professor he may be a lady's man and a tender moralist; he must, as president, be a man's man and

eschew the moralist's pose for the bolder part of a man of affairs. Tea parties are no longer his diversion; like prayer meetings, they have become his business. And yet it is not for the scholar to scorn the office of president or spurn his tasks. They who have breathed the spiritual atmosphere of Tennyson and Browning, or who have lined themselves with the men of courage who made our intellectual past, scorn no office and spurn no task, however rugged, if only it be worthy. Rather in the spirit of Browning, they "welcome each rebuff that turns earth's smoothness rough." He who is unwilling to accept the situation as he finds it is unworthy of the office of college president. (Applause.)

#### THE TOASTMASTER:

Most of us who occupy professorial chairs couldn't be presidents if we would; and, possibly, some few wouldn't if they could; but I am sure we are all glad to hear thus from President Cooper how it feels when the professor is called up higher. Yet I don't know that on occasions like this the college presidents should have it all their own way. I confess to a certain jealousy for my own order, and a wish that we college teachers who have to do the work might have somewhat to say as well as our chiefs, who tell us how it should be done. It is therefore with special satisfaction that I call upon a college professor who, by his accurate scholarship, his critical literary judgment, and his gift to teach, has already won high place in his profession, Ashley H. Thorndike, L.H.D., Professor of English in Columbia University.

#### PROFESSOR ASHLEY HORACE THORNDIKE

I APPRECIATE Professor Winchester's desire to have one representative from us fellows who do the work among this galaxy of those who bear the titles and tell us how to do it; but, somehow, this does not add to my assurance, for, as I have passed the day environed by this decorated train of dignitaries and listened to their eloquence, I have felt my trepidation increasing. It is not often that we humble professors are brought so close to the seats of the mighty as we are to-day. You have heard a great deal about the dignity of teaching, but on ordinary occasions we have very little intercourse with college presidents except when we visit

them to ask for an increase of our salaries, and those interviews are rarely entirely satisfactory.

But I must say that the events of the day have raised my estimation of college presidents as a class. I do not know that they ever appeared to me to better advantage. This may be because so many of those here are new at the job. (Laughter.) At all events, while most of you have been enjoying and admiring the presidential train, and while the college presidents have been enjoying themselves, I have been coming to feel like a lamb led to the sacrifice, before the high priests. You have seen them stalk majestically and heard them roar. I am in the lion's den, and I do not feel at all like a Daniel or a Roosevelt. (Laughter.)

I am speaking, however, not only as a representative of this down-trodden working class, but also in a quasi-presidential capacity myself, for I come as a delegate from the President and the Faculty of Columbia University to extend their hearty congratulations on Wesleyan's installation of a new President and their confident good wishes for his success. And as I have come from that great university in our modern Babylon to this much-loved college nestled on the hillside of this slumbrous old town, if differences between the two have come to my mind, still I have thought more of their resemblances, of their common aims, of their sympathetic associations, and of their united search after truth. Many a student has gone from one to the other, and many a student has learned from both the same lessons of honest work and unselfish ideals.

I am here also at my old Alma Mater to receive again of her bounty. I do not trust myself to express the gratitude which I feel at the honor and the many kind words that have come to me, but, surely, no alumnus has better cause to-night than I to acclaim the loyalty and the affection and the gratitude with which the hearts of the sons of old Wesleyan ever beat for their Alma Mater. I am sure that our new President, who starts so auspiciously on an administration which we believe will continue so happily, will find few things that give him greater joy and encouragement, as he goes on, than the warm support of the alumni of this college. I am not qualified to speak for the whole body of the alumni, but there is one class from whom I should like to bear a message—from those of us who are teachers ourselves and who take an interest in Wesleyan, not only for our associations with her, but



because of the duty and the opportunity she has in the field of education, in which we are also toilers. On behalf of that part of the alumni I should like to assure President Shanklin of our hearty sympathy with his inaugural message this morning in his position that this college ought to stand, as it has always stood, for hard work and thorough scholarship. I believe that this is the reputation which Wesleyan holds to-day among all the colleges of this country—a place where a young man may learn to study hard and where he may learn something thoroughly. This is the reputation which Wesleyan has won, and which I hope it may always maintain. We have maintained it when some of our sister colleges have turned to short-cuts to education and have admitted dangerous subterfuges; and we maintain it, I believe, to-day, when in some places they are afraid that scholarship is giving way to athleticism or good-fellowship. And we can maintain it in the future as we have in the past only by keeping here at Wesleyan a Faculty of exceptional ability and power. There is no other way. This business of teaching is no child's play. It cannot be done by anyone who has studied a little; it needs full-grown men with full-grown minds and hearts.

We have heard several times to-day some appreciation of what Professor Winchester has contributed to the study and practice of letters in this country. I would ask you all to realize what it means to this college that Professor Winchester has been willing to live out his life here in Middletown, directing boys to the appreciation and delight of good literature and to an interest in the life of the reason and the spirit and the imagination which good literature reveals. And he is only one of my old teachers. I wish there were time to praise them all to their faces. He is only one in a long list, an eminent list, of men who have devoted their lives to Wesleyan's interests and success. Without the prizes of wealth or excitement which the world rates high, and without the incentives and rewards which greater universities sometimes give, these men have carried on their study and their reading, their research and their speculation, here among this colony of boys, to whom they have taught clean living and serious thought and loyal service. May we not forget our debt to them in this time of celebrating. Let us not simply praise them to-day and go on underpaying them to-morrow. (Applause.) It is they whom I should like to toast, and I should like to give you this sentiment from Kipling:

The tumult and the shouting dies,  
 The captains and the kings depart;  
 Still stands thine ancient sacrifice,  
 The humble and underpaid professor. (Applause.)

THE TOASTMASTER :

The time has passed when New England can claim any monopoly of educational privilege, and unless she is careful the time will pass when she can claim any primacy therein. It is not only in the West that there are growing up great educational centres, but also in the South. I have the honor to call upon a gentleman who represents one of the most important and influential of the educational institutions in the South—Chancellor James Hampton Kirkland, of Vanderbilt University. (Applause.)

CHANCELLOR JAMES HAMPTON KIRKLAND

IT will no doubt be in order for me to say that I am very happy for the privilege of standing here, but, being a college president and, therefore, eminently a truthful man, I will not say that I am happy. I am like the individual who took part in one of the university pageants given last year in England in which the participants were costumed as Greek and Roman characters. One of the participants sauntered up to another of the throng and said, "Are you 'Appius Claudius'?" And he replied, "No, I am not 'appy as Claudius; I'm as un'appy as 'ell." (Laughter.)

But, in spite of some personal discomfort, let me use my few moments in expressing the satisfaction that I feel in bearing greetings to this renowned institution and in tendering congratulations on the auspicious circumstances under which a new era begins. We have heard to-day much of the West. The South, too, shares in its obligations to Wesleyan University. We have heard of your great teachers, and we have drawn inspiration from these sources. Some of our leaders have come from Wesleyan, and I venture to speak, therefore, not only for the institution I represent but for a wider circle. And, indeed, the South is wide. It is a peculiar and interesting geographical fact that the further north you go the bigger the South is. And some explorers maintain, if their original records be correct, that there is a point where it is all South. Dr. Stephen Olin came to this institution from the South. He served an apprenticeship at Randolph Macon Col-

lege, and his name is still revered among us. Bishop E. R. Hendrix, President of the Board of Trust of Vanderbilt University, and a wise educational leader, is an honored alumnus of Wesleyan. We delight in such reunions as this because they give us an opportunity to express our sympathy with all educational work and our desire to participate in it. In this great task we are all of one mind and heart. There was a time of sad and unfortunate history that divided us, but, thank God! that is past forever. There is a South to-day of national sympathies and aspirations, and that South is living in our educational institutions, and that South I represent to-night. Many of our northern friends think the South is still divided by a great and impassable barrier from all the rest of the country. I recall the story of a New Englander who lived in a community where he had heard of nothing but Republicans all his life, and where a Democrat was a term of invidious distinction and of personal reproach. For the first time in his life he went to New York, and to his great surprise he found there quite a sprinkling of Democrats. (Laughter.) Then he journeyed on to Maryland and found more Democrats, and, apparently, very respectable people. Then he went down to Virginia, where nearly all the respectable people were Democrats, and the term "Republican" was not quite so reputable as it had been to him. Thereupon he wrote back home and said: "I find that the further I go toward the tropics, the greater the proportion of Democrats. I am sure that if I extended my journey to the point where the temperature continues steadily high and water becomes absolutely unknown I should find nothing but Democrats." (Laughter.)

We have evolved a kind of Democrat out of the last campaign that I am pleased to report on, and that is what we know in the South as a "Taft Democrat," and there are a great many of them. They were there before the election, but there are more of them now. The recent journey of President Taft throughout that section has done much to bring together our people, to make them feel that they are part of our common country, and that they have a Chief Magistrate who is neither Easterner nor Westerner, Northerner nor Southerner, but American, and that he belongs to them as well as to you. (Applause.)

Mr. Chairman, I look for educational institutions to do a great work in uniting our people, in uniting all sections in common labor for civic improvements, for social regeneration, for individual

freedom, for spiritual uplift, for scientific discovery, for all great and good enterprises. To these holy tasks Wesleyan is dedicated, and to them all of you gentlemen are giving your lives. We covet the privilege of laboring hand in hand with you. We are your brothers, and we are bound to you in a common service.

I note the ominous glance of your toastmaster that I should stop here, and I recall the story of a gentleman in New York last winter who started down the steps of the subway station one morning when they were covered with ice. Just in front of him was a lady of some two hundred pounds slowly making her way down the steps. This gentleman's feet slipped from under him and in a moment the lady was sitting in his lap and they were both scudding down toward the car platform. As they reached the bottom the old lady made no effort to rise until he gently tapped her on the shoulder and said, "Madam, move on; I stop here." (Laughter.)

#### THE TOASTMASTER:

Intimate and cordial as are the relations of Wesleyan University, I believe, with all the fraternity of New England colleges, with no one of them all, perhaps, are those relations quite so close, in several ways, as with Williams College. Somewhat similar in situation, the two colleges are, if I mistake not, also very similar in temper, ideals, and methods. Though Williams is the larger, yet both colleges, I believe, are content to be enrolled in the list of the smaller colleges, and have no overweening desire for mere numbers. The students of both colleges, year after year for a dozen years past, have met in friendly contest upon the athletic field and the platform of debate; and I think neither one has been so uniformly victorious as to discourage the rivalry of the other. It is, then, with an especial sense of the friendly relations of the two colleges, that I have the honor to introduce President Harry A. Garfield, LL.D., President of Williams College.

#### PRESIDENT HARRY AUGUSTUS GARFIELD

**I**T gives me especial pleasure to bring the greetings of Williams College to you on this occasion, and to wish your new President and Wesleyan all the good things that have been expressed by the many speakers to-day, and much more eloquently than I can hope to express them in the few minutes allotted to me.

As your Toastmaster has said, there has existed a bond of fellowship between Wesleyan and Williams for many years. Last night I was reminded of an occasion when first I met Wesleyan men. It was on the football field in Springfield. The events of the day furnish a fair example of the spirit which prevailed twenty-five years ago. One gentleman—I think the title is not inappropriate in spite of what occurred—had his ribs fractured; another was unfortunate enough to have his teeth knocked down his throat; still a third sustained a broken leg. I recall that in the progress of the game the Wesleyan men passed down the lines on one side of the field and the Williams men down the lines on the other. I shall not undertake to say from which side the voices came, but I heard cries of "Kill him, kill him!" They expressed the sentiment of that day, and the results were what I have told you.

The Wesleyan alumnus who related the incident last night recalled himself to me by the following remark: "You don't remember me, but you broke my leg twenty-five years ago." I hadn't the—honor, I am very sure. I know there was a leg broken, but I plead not guilty. (Laughter.)

We claim nowadays that we have improved the game. We have at least cultivated better manners. It seems to me that college sports as a whole are on a better basis in that respect. Evidence of this was given me last night, and I assure you it affected me pleasantly. It appears that in the game which took place between Wesleyan and Williams on your football field not long ago the captain of the Williams team was laid low. I believe the rule is that two minutes are allowed within which a man may recover himself if he is to continue in the game. The two minutes had passed, or nearly so, and the referee was about to say that time was up, and that the captain of the Williams team must withdraw from the field, when the Wesleyan captain interfered, saying, "Let Captain Brooks have all the time he needs." It was a display of fine spirit.

[President Garfield was prevented by sudden illness from continuing his remarks.]

THE TOASTMASTER:

Vice-President Sherman insists, on account of President Garfield's illness, that we close the speaking now. He was

to be the next speaker, but he positively insists that we shall omit his speech.

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The Vice-President made a brief speech at the President's reception later in the evening. He said: "A great deal has been said about my friend Dr. Shanklin at this inauguration. I want to tell you that nobody ever knew much about him before he graduated at Hamilton College. But I knew him, and I now want to inform you that he was the same man then that he is now, just as human, just as true to principles of manhood, as he is now. He took part in every activity of college life with a true sense of honesty, justice, and righteousness. He always had a warm heart and was a loyal friend to his fellows. That spirit has stayed with him, so I predict wonderful things for Wesleyan University under his guidance. He knows how to get in touch with the students, I fancy, and that will be but one of the many secrets of his achievements. Under his administration I see Wesleyan sending out noble sons to aid in the promotion of God's kingdom on earth."

APPENDIX





FORMS OF INVITATIONS, CIRCULARS,  
ANNOUNCEMENTS



[*Invitation to other Institutions.*]

*The Trustees and Faculty of  
Wesleyan University*

*have the honor to invite*

*to be represented by a delegate*

*at the Installation of*

*William Arnold Shanklin, L. H. D., LL. D.*

*as President of the University*

*on Friday, the twelfth of November*

*One thousand, nine hundred and nine*

*at Middletown, Connecticut*

[Invitation to Specially Invited Guests.]

*The Trustees and Faculty of*

*Wesleyan University*

*request the honor of your presence*

*at the Installation of*

*William Arnold Shanklin, L.H.D., LL.D.*

*as President of the University*

*on Friday, the twelfth of November*

*One thousand, nine hundred and nine*

*at Middletown, Connecticut*

[Card accompanying Invitations to other Institutions and Specially Invited Guests.]

*It is requested that a reply be sent to*

*Professor Karl P. Harrington*

*not later than the twentieth of October*

*so that reasonable notice may be given*

*in regard to entertainment*

*Academic costume may be worn*

*Middletown, Connecticut*

[Invitation to Alumni.]

*The Faculty of Wesleyan University*

*cordially invite you to be present*

*at the Installation of*

*William Arnold Shanklin, L. H. D., LL. D.*

*as President of the University*

*on Friday, the twelfth of November*

*One thousand, nine hundred and nine*

*[Circular sent to Alumni.]*

## WESLEYAN UNIVERSITY

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MIDDLETOWN, CONN., Sept. 27, 1909.

MY DEAR SIR:

The programme for the day of the Installation of President Shanklin will be as follows:

10:00 A. M. Installation exercises in the Middlesex Opera House.

1:30 P. M. Luncheon in the Fayerweather Gymnasium.

8:00 to 11:00 P. M. Reception at the residence of the President.

In view of the general desire to greet President Shanklin and to hear him and the other distinguished speakers, including the President of the United States, who will take part in the Installation exercises, an exceptionally large gathering of alumni is expected. The Committee on Entertainment accordingly desires to secure as prompt and complete information as possible concerning the number of guests for whom provision is to be made.

Will you kindly aid the Committee by signifying on the inclosed postal whether or not you intend to be present at the Installation exercises? If you have already arranged for accommodations, please give the location of your room, as the cards when returned are to be filed and used as a directory.

A small number of rooms will be available in the hotels of the city. For those who may apply the Committee can secure a limited number of rooms in private houses. The rent of rooms will probably average about \$2.00 a day, and such rooms in the majority of cases contain double beds. Assignments of rooms will be made in the order of application. It is important, therefore, that applications be made at an early date. It is requested that those who secure rooms through the Committee settle directly with the persons from whom they are rented, as the Committee cannot undertake any financial responsibility in the matter.

Accommodations may be secured in Hartford at such hotels as the Allyn House, Hotel Heublein and Hotel Garde; and in

Meriden at the Winthrop Hotel. Rooms in these hotels must be secured by direct application. There is through trolley service between Hartford and Middletown every hour, and between Meriden and Middletown about every forty-five minutes.

The eating clubs of the various college fraternities will supply meals at reasonable rates to their own alumni. The College Commons will furnish meals to visitors as far as accommodations permit. Meals can be secured also at the hotels and restaurants, and in a very few cases in private families. In filling out the inclosed card please indicate where you wish to take your meals.

Admission to the luncheon will be by ticket, each alumnus being entitled to one ticket only. The accommodations are limited, and application for tickets should be made as early as possible. Tickets may be obtained by those for whom, in accordance with such application, they have been reserved, at the College Library, between seven and ten o'clock on the evening of Thursday, Nov. 11th. Such tickets as may remain after that time can be secured on Friday morning between eight o'clock and half-past nine, at or near the Middlesex. Any tickets remaining after the latter hour will be subject to reassignment. Tickets must be called for in person.

Admission to the Installation exercises also will be by ticket only. In view of the limited capacity of the house, applications for these tickets also should be made as early as possible. These tickets may be secured at the same times and places as the luncheon tickets.

Please fill out the inclosed postal card in full and mail it NOW. The Committee cannot assume any responsibility for either tickets or accommodations unless application is made before Nov. 1st.

For the Committee,

KARL P. HARRINGTON.



[Private Mailing Card sent with foregoing Circular ]

I do-----expect to be present at the Installation of President  
Shanklin, reaching Middletown on Nov.-----, and remaining till  
-----.

Please reserve-----room-----for me and secure board at-----  
----- [I have already secured a room at  
-----Street.] Please do-----reserve a ticket for  
me for the Installation exercises. Please do-----reserve a luncheon  
ticket for me.

Name,-----Class,-----

Address,-----  
-----

The Committee will endeavor to secure rooms and board, but cannot guarantee either.

[*Second circular sent to Alumni.*]

WESLEYAN UNIVERSITY ALUMNI  
ASSOCIATION

GEORGE M. LA MONTE, President  
35 Nassau Street, New York, N. Y.

KARL P. HARRINGTON, Secretary  
Middletown, Conn.

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TO THE ALUMNI OF WESLEYAN UNIVERSITY:

The Installation of President William Arnold Shanklin, which is to take place on the 12th of November, will be an event of particular interest to every Alumnus of Wesleyan. You are probably aware of the cordial reception which President Shanklin has received from the Faculty and students; but you may not know that over 120 men have already been enrolled in the Freshman Class—the largest number of men hitherto in any given class having been 99.

The 12th of November will probably witness the largest gathering of notable persons in Middletown that has ever met in that venerable city. The Hon. William H. Taft, President of the United States, has signified his intention of being the Guest of the University at that time, and he will be accompanied by Senator Root, who is a warm personal friend of President Shanklin. Besides these, representatives from other Universities will take part in the ceremony.

The Alumni body of Wesleyan is not so large as to lose the force of a personal appeal. We are still a large family, each member of which takes a personal interest in the doings of the college and in its welfare; and in no way can we show our interest more fittingly than by returning to Middletown to take our part in the Installation ceremonies.

While greeting the new President, we will have an opportunity to greet many old friends. In order to make the occasion still more interesting, the Fraternities have agreed to postpone their Initiations until the night of November 11th, the evening preceding the Installation. They will also keep open house during the early hours of the evening, in accordance with the regular Com-

mencement custom, which will afford the visiting Alumni an opportunity to call upon their friends at the various houses. This will also afford them an opportunity of meeting the distinguished guests of the University.

If you have not already done so, please send your reply at once to Karl P. Harrington, Secretary, Middletown, Conn.

Yours very truly,

GEORGE M. LA MONTE,  
President.

[Circular sent to Delegates and Specially Invited Guests.]

## WESLEYAN UNIVERSITY

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MIDDLETOWN, CONN., October 27, 1909.

DEAR SIR:

The Committee of Arrangements for the Installation of the President of Wesleyan University, on November twelfth, learn with much pleasure that you have accepted an invitation to be present on that day.

The Programme for the day, in outline, is as follows:

10 A.M. The Formal Exercises of Installation will be held in the Middlesex Opera House—the Induction of the President, Congratulatory Addresses, the President's Inaugural, the Conferring of Honorary Degrees.

Delegates and Guests are requested to assemble promptly at 9:15 in the ante-rooms of the Middlesex.

1:30 P.M. An Informal Luncheon will be served in Fisk Hall to Delegates, Invited Guests, and Alumni.

3 P.M. The Delegates from other colleges will be formally presented to President Shanklin and to the President of the United States. These Presentation Exercises will be held in the Fayerweather Gymnasium; seats will be reserved for Invited Guests.

6 P.M. Dinner will be served in Fisk Hall for Delegates and Invited Guests, with the Trustees and Faculty of Wesleyan University.

9 P.M. Reception by the President at his Residence.

Admission to all these exercises—except, of course, the President's Reception—will be by ticket only. Further information will be sent you, in a few days, as to the time and place of the delivery of these tickets, the place of your personal entertainment, the formation of the academic procession, and other details of the programme for the day. In order that the Committee may have the information necessary to enable them to perfect these details of arrangement, may we ask you to fill out the enclosed card and *return it immediately*.

Yours very truly,

For the Committee,

A. C. ARMSTRONG, Marshal.

[*Second circular sent to Delegates and Specially Invited Guests.*]

INSTALLATION OF  
WILLIAM ARNOLD SHANKLIN, L.H.D., LL.D.

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MIDDLETOWN, CONN., November 4, 1909.

DEAR SIR:

An outline Programme of the Exercises of the Installation of President William Arnold Shanklin has already been sent you. A card is enclosed herewith stating the provision made for your entertainment while in Middletown.

Persons arriving by trolley cars from Berlin Junction, if they desire carriages, should leave the cars at the railway station in Middletown.

A representative of the Committee on Entertainment—wearing a badge of the college colors, cardinal and black—will meet the principal trains on the evening of Thursday, eleventh, and on the morning of Friday, twelfth, to furnish aid in securing carriages and give any information to Delegates and Guests.

Guests arriving on Thursday evening will find tickets to all the exercises of the next day, together with a detailed Programme, awaiting them at their places of entertainment.

There will be an Information Room open at the College Library on the evening of Thursday, from seven to ten.

Delegates and Invited Guests are requested to meet in the ante-rooms of The Middlesex at nine-fifteen on Friday morning. Unless specially notified, Invited Guests will please meet in "Orpheus Hall," and Delegates in "Red Men's Hall;" both these rooms are on the third floor of The Middlesex. The doors of The Middlesex will be closed as the academic procession will move at nine-forty-five.

Coat rooms will be provided in The Middlesex, with opportunities for putting on and off academic dress.

There will also be a parcel and coat room in Fisk Hall, open from 8:30 A. M., throughout the day. Academic dress may be checked here during the Luncheon.

Delegates and Invited Guests are requested to assemble in the Fayerweather Gymnasium at 2:45 P. M., for the Ceremony of Pre-

sentation of Delegates. Delegates—and they only—are requested to resume academic costume at that time. For them a coat room will be provided in the Gymnasium.

Yours very truly,

For the Committee,

A. C. ARMSTRONG, Marshal.

[*Marshal's Notice.*]

## WESLEYAN UNIVERSITY

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### **Installation of President Shanklin**

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#### ANNOUNCEMENTS TO ALUMNI.

As already announced, the Installation of President Shanklin will take place on November twelfth. The Programme for the day, in outline, is as follows:

10 A. M. The Formal Exercises of Installation will be held in the Middlesex Opera House—the Induction of the President, Congratulatory Addresses, the President's Inaugural, the Conferring of Honorary Degrees.

At these exercises, seats will be provided for the alumni—the entire ground floor being reserved for the men, and, for the women, a block of seats in the Balcony, where most of the non-official guests will be seated.

The doors of the Middlesex will be opened at 9 A. M. (North entrance only), *but will be closed promptly at 9:45 A. M.* in order that the procession of Trustees, Faculty, Delegates from other Institutions, and Specially Invited Guests may pass undisturbed from the ante-rooms into the auditorium.

1:30 P. M. An Informal Luncheon will be served in Fisk Hall to Trustees, Faculty, Delegates, Specially Invited Guests, and Alumni. On account of limited space, no provision can be made for other persons than those here named.

Facilities will be provided for checking coats, etc., at Fisk Hall.

3 P. M. The Delegates from other Colleges will be formally presented to President Shanklin and to the President of the United States. These Presentation Exercises will be held in the Fayerweather Gymnasium, where seats will be reserved for Invited Guests. To these exercises alumni will be admitted, but it will be impossible to provide accommodation for their friends and relatives.

6 P. M. Dinner will be served in Fisk Hall for Delegates and Invited Guests, with the Trustees and Faculty of Wesleyan University.

9 P. M. Reception by the President at his Residence. To this

Reception the President and Mrs. Shanklin invite all alumni of Wesleyan University and their friends.

Admission to all these exercises—except, of course, the President's Reception—*will be by ticket only.*

Tickets have been reserved for you for the Installation, the Luncheon, and the Presentation.

These tickets will be found at the College Library on Thursday evening, November 11, between 7 and 10 o'clock, and should be called for within these hours, unless delay is imperatively necessary. Those who cannot come at this time can get their tickets on Friday morning, between 8:30 and 9:30, at the store of M. Press, on the corner of College and Main Streets. *No tickets will be issued at the Middlesex, and no tickets will be reserved after half-past nine on Friday morning.*

An Information Bureau will be found at the College Library from 7 to 10 o'clock on Thursday evening.

For the Committee,

A. C. ARMSTRONG, Marshal.

MIDDLETOWN, CONN., November 3, 1909.



[Dinner Menu.]

**WESLEYAN UNIVERSITY**



INSTALLATION OF

**WILLIAM ARNOLD SHANKLIN, L.H.D., LL.D.**

AS PRESIDENT

**FRIDAY NOVEMBER TWELFTH**



**NINETEEN HUNDRED AND NINE**

**...DINNER...**

**TO THE**

**PRESIDENT, TRUSTEES, FACULTY**

**AND**

**GUESTS OF THE UNIVERSITY**

**FISK HALL AT SIX O'CLOCK**

.... MENU ....



Hors-d'oeuvres

Olives Pimento      Olives Queen      Amandes saees

Huitres

Clam Cocktail a la Boston

Potage

Consomme Royal

Poisson

Petoncles a la Newburgh

Roti

Filet de Boeuf aux champignons      Pommes de Terre a la Barr

Sorbet

A la Wesleyan

Gibier

Pigeonneau de Philadelphia, aux Fine Herbes

Gelee en croustade

Salads

A la Waldorf

Desserts

Biscuits Tortoni      Petits-Fours

Brie      Fromage

Roquefort      Camembert

Saltines

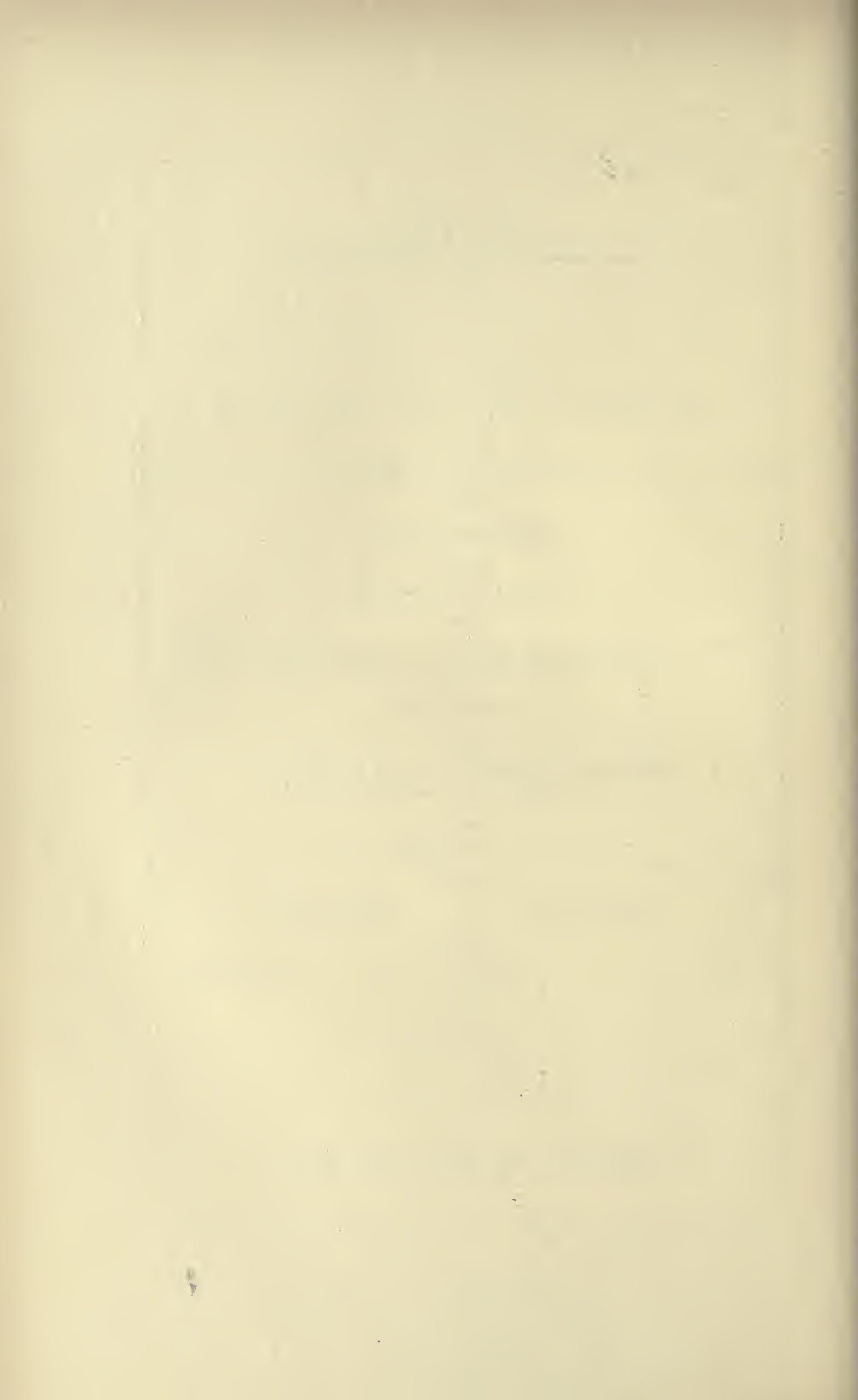
Cafe

Cafe au lait

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Singing by the College Glee Club





LIST OF VISITORS



## Delegates from Other Institutions

### *United States Bureau of Education,*

HON. ELMER ELLSWORTH BROWN, Ph.D., LL.D., Commissioner of Education of the United States.

### *Carnegie Foundation for the Advancement of Teaching,*

HENRY SMITH PRITCHETT, Sc.D., Ph.D., LL.D., President.

### *McGill University,*

CHARLES WILLIAM COLBY, A.M., Professor of History.

### *Harvard University,*

EDWARD CALDWELL MOORE, Ph.D., D.D., Parkman Professor of Theology.

### *Yale University,*

ARTHUR TWINING HADLEY, LL.D., President.

### *University of Pennsylvania,*

MARION DEXTER LEARNED, A.M., Ph.D., L.H.D., Professor of German.

### *Princeton University,*

WINTHROP MORE DANIELS, A.M., Professor of Political Economy.

### *Columbia University,*

ASHLEY HORACE THORNDIKE, A.M., Ph.D., Professor of English.

### *Brown University,*

WILLIAM HERBERT PERRY FAUNCE, A.M., D.D., LL.D., President.

WILLIAM CAREY POLAND, A.M., Litt.D., Professor of the History of Art, and Director of the Museum of Fine Arts.

*Rutgers College,*

WILLIAM HENRY STEELE DEMAREST, A.M., D.D., President.

*Dartmouth College,*

ERNEST FOX NICHOLS, D.Sc., LL.D., President.

*Dickinson College,*

GEORGE EDWARD REED, S.T.D., LL.D., President.

BRADFORD OLIVER MCINTIRE, A.M., Ph.D., Professor of English Literature.

MORRIS WATSON PRINCE, A.M., S.T.D., Professor of Political Science.

*University of North Carolina,*

KARL POMEROY HARRINGTON, A.M., Professor of Latin, Wesleyan University.

*University of Vermont,*

MATTHEW HENRY BUCKHAM, A.M., D.D., LL.D., President.

*Williams College,*

HARRY AUGUSTUS GARFIELD, LL.D., President.

*Bowdoin College,*

FRANKLIN CLEMENT ROBINSON, A.M., LL.D., Professor of Chemistry and Mineralogy.

*Union College,*

CHARLES ALEXANDER RICHMOND, D.D., President of Union College; Chancellor of Union University.

*Middlebury College,*

MYRON REED SANFORD, A.M., Professor of Latin.

*Miami University,*

BANKS JOHN WILDMAN, A.M., Litt.D., Professor of Latin.

*Hamilton College,*

MELANCTHON WOOLSEY STRYKER, D.D., LL.D., President.

*Colgate University,*

ELMER BURRITT BRYAN, LL.D., President.



*University of Virginia,*

FRANCIS HENRY SMITH, A.M., LL.D., D.C.L., Professor  
Emeritus of Natural Philosophy.

*Amherst College,*

GEORGE HARRIS, D.D., LL.D., President.

EDWIN AUGUSTUS GROSVENOR, A.M., LL.D., Professor of  
Modern Government and International Law.

*George Washington University,*

CHARLES WILLIS NEEDHAM, LL.D., President.

*Trinity College,*

JOHN JAMES MCCOOK, A.M., D.D., Professor of Modern  
Languages.

*Western Reserve University,*

GEORGE TRUMBULL LADD, A.M., D.D., LL.D., Professor  
Emeritus of Moral Philosophy and Metaphysics, Yale  
University.

*New York University,*

SAMUEL MACAULEY JACKSON, D.D., LL.D., Professor of  
Church History.

*Lafayette College,*

ETHELBERT DUDLEY WARFIELD, D.D., LL.D., President, and  
Professor of History.

*Pennsylvania College,*

PHILIP MELANCHTHON BIKLÉ, Ph.D., Dean, and Professor  
of Latin.

*Haverford College,*

ALBERT ELMER HANCOCK, A.M., Ph.D., Professor of Eng-  
lish.

*Hartford Theological Seminary,*

ARTHUR LINCOLN GILLET, A.M., D.D., Professor of Apolo-  
getics.

*Marietta College,*

CHARLES GOURLAY GOODRICH, M.S., Professor of Modern  
Languages.

*Union Theological Seminary,*

GEORGE WILLIAM KNOX, A.M., D.D., LL.D., Professor of  
the Philosophy and History of Religion.

*De Pauw University,*

HILLARY ASBURY GOBIN, A.M., D.D., LL.D., Vice-President,  
and Professor of Biblical Science.

*University of Michigan,*

HENRY SMITH CARHART, A.M., LL.D., Professor Emeritus  
of Physics.

*Mount Holyoke College,*

MARY EMMA WOOLLEY, A.M., Litt.D., L.H.D., President.

*Indiana University,*

JAMES PERTICE PORTER, A.M., Ph.D., Assistant Professor of  
Psychology, and Acting Dean, Clark College.

*Ohio Wesleyan University,*

HERBERT WELCH, D.D., LL.D., President.

*Beloit College,*

FRANK CHAMBERLIN PORTER, Ph.D., D.D., Professor of  
Biblical Theology, Yale University.

*Mount Union College,*

WILLIAM HENRY McMASTER, M.A., President.

*Iowa College,*

JOHN HANSON THOMAS MAIN, Ph.D., President.

*The College of the City of New York,*

JOHN HUSTON FINLEY, Ph.D., LL.D., President.

*University of Wisconsin,*

WILLIAM GILBERT ANDERSON, A.M., Sc.M., M.D., Director  
of the Gymnasium, Yale University.

*Northwestern University,*

ABRAM WINEGARDNER HARRIS, Sc.D., LL.D., President.

STEPHEN JOSEPH HERBEN, Litt.D., D.D., Trustee.

*Tufts College,*

PHILIP MESERVE HAYDEN, A.B., Secretary of the Faculty.

*Berkeley Divinity School,*

SAMUEL HART, A.M., D.D., D.C.L., Dean, and Professor of  
Doctrinal Theology and the Prayer Book.

WILLIAM PALMER LADD, A.M., B.D., Professor of Church  
History.

ELLIS BISHOP, A.B., Professor of Pastoral Theology and  
Christian Evidences.

*Washington University,*

ARNOLD SHANKLIN, LL.D., Consul General of the United  
States, Mexico City.

*Pennsylvania State College,*

BENJAMIN GILL, A.M., D.D., Professor of Greek and Latin,  
and Chaplain.

ABRAHAM HOWRY ESPENSHADE, A.M., Associate Professor  
of English, and Registrar.

*Garrett Biblical Institute,*

JAMES SHERIDEN CHADWICK, D.D.

*Central College (Mo.),*

CHARLES FRANKLIN, A.M., B.D., Alumnus.

*Upper Iowa University,*

RICHARD WATSON COOPER, Litt.D., President.

CHARLES SHADE, A.M., Trustee.

*Baker University,*

JOHN PARKE SLAUGHTER, Trustee.

*Vassar College,*

JAMES MONROE TAYLOR, D.D., LL.D., President.

*Massachusetts Institute of Technology,*

RICHARD COCKBURN MACLAURIN, A.M., Sc.D., LL.D.,  
President.

*Massachusetts Agricultural College,*

CHARLES WELLINGTON, A.M., Ph.D., Professor of Chemistry.

*Bates College,*

GEORGE COLBY CHASE, D.D., LL.D., President, and Professor  
of Psychology and Logic.

*Cornell University,*

EDWIN WALTER KEMMERER, Ph.D., Professor of Economics  
and Finance.

*University of Maine,*

GEORGE EMORY FELLOWS, Ph.D., L.H.D., LL.D., President.

*Washburn College,*

FRANK KNIGHT SANDERS, Ph.D., D.D., LL.D., President.

*Drew Theological Seminary,*

HENRY ANSON BUTTZ, A.M., D.D., LL.D., President.

*University of Chattanooga,*

WILLIAM FRANKLIN ANDERSON, S.T.D., LL.D., Bishop of  
the Methodist Episcopal Church, Trustee.

*Howard University,*

WILBUR PATTERSON THIRKIELD, D.D., LL.D., President.

*Morgan College,*

JOHN OAKLEY SPENCER, A.M., Ph.D., President.

*Wells College,*

MRS. MAX PIUTTI, A.B., Dean.

*Boston University,*

WILLIAM EDWARDS HUNTINGTON, D.D., LL.D., President.

*Smith College,*

LAURENUS CLARK SEELYE, D.D., LL.D., President.

*Syracuse University,*

EDGAR ALFRED EMENS, A.M., Professor of the Greek Lan-  
guage and Literature.

*Vanderbilt University,*

JAMES HAMPTON KIRKLAND, A.M., Ph.D., LL.D., D.C.L.,  
Chancellor.

*Wellesley College,*

MARGARET CLAY FERGUSON, Ph.D., Professor of Botany.

*Johns Hopkins University,*

DUNCAN STARR JOHNSON, Ph.D., Professor of Botany.

*Connecticut Agricultural College,*

CHARLES LEWIS BEACH, B.Agr., B.S., President.

*The Woman's College of Baltimore,*

EUGENE ALLEN NOBLE, D.D., L.H.D., President.

*Pratt Institute,*

CHARLES MORSE ALLEN, A.M., Professor of Chemistry.

*Clark University,*

GEORGE HUBBARD BLAKESLEE, A.M., Ph.D., Professor of History.

*University of Chicago,*

WILLIAM ARTHUR HEIDEL, A.M., Ph.D., Professor of Greek, Wesleyan University.

*Rhode Island College of Agriculture and Mechanic Arts,*

WILLIAM SAWYER SPENCER, A.B., B.D., Assistant Professor of Public Speaking.

*Simmons College,*

HENRY LEFAVOUR, Ph.D., LL.D., President.

*Clark College,*

EDMUND CLARK SANFORD, Ph.D., Sc.D., President.

**Specially Invited Guests**

WILLIAM HOWARD TAFT, LL.D.,  
President of the United States.

JAMES SCHOOLCRAFT SHERMAN, LL.D.,  
Vice-President of the United States.

ELIHU ROOT, LL.D.,  
United States Senator from New York.

FRANK BENTLEY WEEKS, LL.D.,  
Governor of Connecticut.

MORGAN GARDINER BULKELEY,  
United States Senator from Connecticut.

ABIRAM CHAMBERLAIN, LL.D.,  
Ex-Governor of Connecticut.

OWEN VINCENT COFFIN, LL.D.,  
Ex-Governor of Connecticut.

PHINEAS CHAPMAN LOUNSBURY, LL.D.,  
Ex-Governor of Connecticut.

ROLLIN SIMMONS WOODRUFF, LL.D.,  
Ex-Governor of Connecticut.

JOHN Q. TILSON, LL.B.,  
Congressional Representative-at-large from Connecticut.

FREEMAN FREMONT PATTEN,  
Treasurer of Connecticut.

THOMAS DUDLEY BRADSTREET,  
Comptroller of Connecticut.

MARCUS H. HOLCOMB,  
Attorney General of Connecticut.

SILAS ARNOLD ROBINSON, LL.D.,  
Associate Judge, Supreme Court of Errors of Connecticut.

BENJAMIN F. TURNER,  
Member of Connecticut Senate from 33rd District.

- CHARLES A. APPEL,  
Member of Connecticut House of Representatives from Middletown.
- FRANK C. SMITH,  
Member of Connecticut House of Representatives from Middletown.
- ROBERT FULTON RAYMOND, LL.D.,  
Judge of the Superior Court of Massachusetts.
- ARNOLD SHANKLIN, LL.D.,  
United States Consul-General, City of Mexico.
- RT. REV. CHAUNCEY BUNCE BREWSTER, D.D.,  
Bishop of the Diocese of Connecticut.
- REV. WILLIAM BURT, D.D., LL.D.,  
Bishop of the Methodist Episcopal Church.
- REV. CYRUS DAVID FOSS, D.D., LL.D.,  
Bishop of the Methodist Episcopal Church.
- REV. DANIEL AYRES GOODSSELL, D.D., LL.D.,  
Bishop of the Methodist Episcopal Church.
- ELMER ELLSWORTH BROWN, LL.D.,  
United States Commissioner of Education.
- HENRY SMITH PRITCHETT, LL.D.,  
President, Carnegie Foundation for the Advancement of Teaching.
- REV. THOMAS NICHOLSON, LL.D.,  
Secretary, Board of Education, Methodist Episcopal Church.
- REV. JAMES MONROE BUCKLEY, D.D., LL.D.,  
Editor of The Christian Advocate.
- REV. LEVI GILBERT, D.D.,  
Editor of the Western Christian Advocate.
- REV. ALBERT JULIUS NAST, D.D.,  
Editor of Der Christliche Apologete.

- REV. CHARLES MACAULAY STUART, D.D.,  
Editor of the Northwestern Christian Advocate.
- REV. ELWELL ALEXANDER BISHOP, D.D.,  
Principal of Montpelier Seminary, Montpelier, Vt.
- CHARLES SUMNER CHAPIN, M.A.,  
Principal of Montclair Normal School, Montclair, N. J.
- WILLIAM PERRY EVELAND, Ph.D.,  
President of Williamsport Dickinson Seminary, Williamsport, Pa.
- DWIGHT HOLBROOK, Ph.D.,  
Principal of Holbrook School, Ossining, N. Y.
- HENRY C. HOLBROOK, M.A.,  
Holbrook School, Ossining, N. Y.
- REV. THOMPSON HOADLEY LANDON, D.D.,  
Principal of Bordentown Military Institute, Bordentown, N. J.
- REV. JONATHAN MAGIE MEEKER, D.D.,  
President of Centenary Collegiate Institute, Hackettstown, N. J.
- GEORGE LINCOLN PLIMPTON, M.A.,  
Principal of Tilton Seminary, Tilton, N. H.
- REV. CHARLES A. STENHOUSE, M.A.,  
Principal of East Greenwich Academy, East Greenwich, R. I.
- MARCUS WHITE, M.A.,  
Principal of New Britain Normal School, New Britain, Conn.
- CLARENCE HOOD WOOLSEY, Ph.D.,  
Superintendent of Schools, Middletown, Conn.
- REV. FREDERICK WATSON HANNAN, D.D.,  
Visitor from New York East Conference, Methodist Episcopal Church.
- REV. ARTHUR LEOLIN HOWE, B.A.,  
Visitor from New England Conference.



- REV. EUGENE H. JOY,  
Visitor from Northern New York Conference.
- REV. WILLIAM H. MACCLENTHEN,  
Visitor from Northern New York Conference.
- REV. CHARLES M. MELDEN, Ph.D.,  
Visitor from New England Conference.
- REV. WARREN ROBERT NEFF, B.A.,  
Visitor from Newark Conference.
- REV. WILLIAM RICE NEWHALL, D.D.,  
Visitor from New England Conference.
- REV. WILBER EDWARD NEWTON, B.A.,  
Visitor from Vermont Conference.
- REV. WILLIAM ARMSTRONG RICHARD, D.D.,  
Visitor from New York East Conference.
- REV. E. CAMPION ACHESON, M.A.,  
Rector of Holy Trinity Church, Middletown, Conn.
- REV. ROBERT BELL,  
Rector of Christ Church, Middletown, Conn.
- REV. CARL A. BERGENDORF,  
Pastor of Swedish Lutheran Church, Middletown, Conn.
- REV. CHARLES W. FLINT, B.A.,  
Pastor of First Methodist Episcopal Church, Middletown,  
Conn.
- REV. FREDERICK W. GREENE, B.A.,  
Pastor of South Congregational Church, Middletown, Conn.
- REV. AZEL W. HAZEN, D.D.,  
Pastor of North Congregational Church, Middletown, Conn.
- REV. ARVID OSTLING,  
Pastor of Swedish Congregational Church, Middletown,  
Conn.
- REV. HIRAM W. SMITH,  
Pastor of Universalist Church, Middletown, Conn.

- REV. HERVEY BOARDMAN VANDERBOGART, B.A.,  
Curate of Holy Trinity Church, Middletown, Conn.
- REV. CHARLES H. WORKMAN,  
Assistant Pastor, North Congregational Church, Middletown,  
Conn.
- MRS. WILBUR O. ATWATER.
- FRANCIS A. BEACH.
- ELMER DOVER.
- TRACY DOWS.
- MRS. TRACY DOWS.
- MRS. G. BROWN GOODE.
- MRS. CALVIN S. HARRINGTON.
- REV. J. WESLEY HILL, D.D., LL.D.
- MRS. J. WESLEY HILL.
- MRS. WALTER M. HILL.
- GENERAL HORATIO C. KING, LL.D.
- HENRY W. LINEN.
- WILLIAM B. PATTERSON.
- MISS MARY B. PEIRCE.
- MISS HELEN F. SMITH.
- ALEXANDER C. SOPER, M.A.
- NEWELL H. STEWART.
- MRS. NEWELL H. STEWART.

## Alumni Present

[This list includes non-graduates, their names being printed with a †.]

1841	1862
GEORGE G. REYNOLDS.	†JOHN R. BUCK.
1847	1863
JOSEPH E. KING.	WILLIAM P. HUBBARD.
1850	1864
†FRANCIS H. SMITH.	GEORGE S. BENNETT.
JOHN M. VANVLECK.	CHARLES W. CHURCH.
1852	JESSE L. HURLBUT.
THOMPSON H. LANDON.	HENRY C. M. INGRAHAM.
†HIRAM A. MORGAN.	GEORGE N. PHELPS.
1854	1865
CYRUS D. FOSS.	WELLESLEY W. BOWDISH.
WILLIAM T. HILL.	EDWARD CUTTS.
1856	WILLIAM V. KELLEY.
†AUSTIN GARDNER.	WILLIAM NORTH RICE.
1857	1866
W. HENRY SUTTON.	STEPHEN H. OLIN.
1858	1868
GEORGE S. CHADBOURNE.	MARTIN A. KNAPP.
1859	ALBERT J. NAST.
C. COLLARD ADAMS.	D. WARD NORTHROP.
†HENRY B. BROWN.	†MORRIS W. PRINCE.
STEPHEN B. DAVIS.	1869
1860	HENRY S. CARHART.
†JAMES M. BUCKLEY.	GEORGE E. REED.
ROBERT L. MATHISON.	HENRY A. STARKS.
WEBSTER R. WALKLEY.	CALEB T. WINCHESTER.
1861	1870
ROSWELL S. DOUGLASS.	DARIUS BAKER.
CHARLES G. R. VINAL.	FREDERIC W. CLARKE.
NATHAN W. WILDER.	CHARLES W. GALLAGHER.
	BENJAMIN GILL.

WILLIAM A. JOHNSTON.  
 GEORGE P. MAINS.  
 WILLIAM J. SMITH.

1871

ELDON B. BIRDSEY.  
 WILLIAM F. WHITCHER.

1872

† DAVID B. HUBBARD.  
 SILAS W. KENT.  
 FRANK M. NORTH.  
 WATSON L. PHILLIPS.  
 CHARLES F. RICE.  
 ARTHUR B. SANFORD.

1873

BENJAMIN E. GERST.  
 † JONATHAN M. MEEKER.  
 MARCUS L. TAFT.  
 ALFRED C. TRUE.

1874

FORREST E. BARKER.  
 MORRIS B. CRAWFORD.  
 THEODORE A. DUNCAN.  
 LEVI GILBERT.  
 FRANCIS H. PARKER.  
 WESLEY U. PEARNE.  
 JOHN C. WELWOOD.

1875

M. EUGENE CULVER.  
 ERNEST A. MARKHAM.  
 † CHARLES PHELPS.  
 BENJAMIN C. PILSBURY.  
 † JAMES P. STOW.

1876

JOSEPH F. ANDREW.  
 † WILLIAM F. BORGELT.  
 AUGUSTUS B. CARRINGTON.

GEORGE S. COLEMAN.  
 CHARLES E. DAVIS.  
 HENRY D. SIMONDS.

1877

MIDDLESEX A. BAILEY.  
 JEREMIAH F. CALEF.  
 OLIN B. COIT.  
 † JOSEPH COLTER.  
 HENRY P. COOKE.  
 WILLIAM I. HAVEN.  
 EDWARD H. MANSFIELD.  
 THOMAS C. MARTIN.  
 CRANDALL J. NORTH.  
 CHARLES H. RAYMOND.

1878

ELWELL A. BISHOP.  
 JOHN S. CAMP.  
 ALPHA G. KYNETT.  
 WILLIAM D. LEONARD.  
 DANIEL L. ROBERTSON.  
 WILLIAM E. SCOFIELD.

1879

† ALFRED C. ATKINS.  
 LAHMAN F. BOWER.  
 ALFRED C. BRUNER.  
 WILLIAM BURT.  
 HENRY GILDERSLEEVE.  
 WILBUR F. HAMILTON.  
 CHARLES W. HOLDEN.  
 DANIEL A. MARKHAM.  
 CAROLINE L. RICE (Mrs. Crawford).

1880

† FREDERIC P. BURR.  
 ANDREW J. COULTAS, JR.  
 CHARLES S. CHAPIN.  
 MARTIN W. GRIFFIN.  
 ABRAM W. HARRIS.

GEORGE A. PHINNEY.  
 FREDERICK W. ROBBINS.  
 MYRON R. SANFORD.  
 ASA H. WILCOX.

1881

†ARTHUR B. CALEF.  
 THOMAS H. ECKFELDT.  
 T. ALMERN GRIFFIN.  
 WILLIAM A. JONES.  
 BENJAMIN F. KIDDER.  
 FRANK B. LYNCH.  
 CHARLES W. McCORMICK.  
 WILLIAM E. MEAD.  
 WILLIAM R. NEWHALL.  
 †ROBERT F. RAYMOND.  
 †WANTON H. SHERMAN, JR.  
 CHARLES A. STENHOUSE.  
 WILLIS K. STETSON.  
 CLARA VAN VLECK.

1882

CHARLES M. ALLEN.  
 †DANIEL W. CAMP.  
 JOSEPH F. DECASTRO.  
 BRACE M. GALLIEN.  
 KARL P. HARRINGTON.  
 †WILBUR C. NEWELL.  
 CHARLES REYNOLDS.  
 HENRY S. WHITE.  
 †CLARA A. PEASE.

1883

J. FRANCIS COOPER.  
 ELMER G. DERBY.  
 JAMES A. DEVELIN.  
 WILLIAM J. JAMES.  
 BRADFORD O. MCINTIRE.  
 JOHN W. MAYNARD.  
 THOMAS SIMMS.  
 EUGENE H. THRASHER.

1884

JOSEPH B. ACKLEY.  
 HOWARD A. CLIFFORD.  
 DAVID G. DOWNEY.  
 GEORGE M. LA MONTE.  
 CHARLES A. LITTLEFIELD.  
 WILLIAM A. RICHARD.  
 FRED E. TASKER.  
 WILLIAM A. TATEUM.  
 ELLA V. BURR.

1885

FRANK D. BEATTYS.  
 GEORGE D. BEATTYS.  
 †FREDERIC W. CLARK.  
 JAMES F. FELLOWS.  
 ADDISON L. GREEN.  
 JAMES S. JUDD.  
 †ABRAM S. KAVANAGH.  
 OSCAR KUHN.  
 WILLIAM H. MITCHELL.  
 JAVAN M. RUSSELL.  
 DEWITT B. THOMPSON.  
 FRANK B. UPHAM.  
 CATHERINE A. GARDNER.

1886

GEORGE C. BOSWELL.  
 WALTER P. BUCK.  
 CLINTON DEW. BURDICK.  
 JOHN C. CLARK.  
 HERBERT E. DRAKE.  
 EDGAR A. EMENS.  
 WILLIAM B. GWINNELL.  
 CHARLES SCOTT.  
 EDWARD C. STROUT.  
 LILLIE B. MATHEWSON.

1887

BUELL O. CAMPBELL.  
 †LYMAN G. HORTON.

- |                                |                              |
|--------------------------------|------------------------------|
| †JOHN McMURRAY.                | LILLIE B. CONN (Mrs. Kuhns). |
| ALBERT W. THAYER.              | †NETTIE L. WHITNEY.          |
| HERBERT WELCH.                 |                              |
| ROBERT L. ZINK.                | 1891                         |
| JESSIE I. INGLIS (Mrs. Eason). | WATERS B. DAY.               |
| JANE VAN VLECK.                | FRANK P. FOGG.               |
|                                | ALBERT E. HANCOCK.           |
| 1888                           | LUDWIG A. LANGE.             |
| HARRY H. BEATTYS.              | EUGENE A. NOBLE.             |
| WILLIAM M. CASSIDY.            | GEORGE L. PLIMPTON.          |
| †FREDERIC D. FULLER.           | ARTHUR W. SMITH.             |
| CHARLES M. GRIFFITH.           | †CHARLES B. YOUNG.           |
| FREDERICK H. L. HAMMOND.       |                              |
| HARRY K. MUNROE.               | 1892                         |
| MARCUS WHITE.                  | †CHARLES D. BURNES.          |
|                                | DAVID J. CARLOUGH.           |
| 1889                           | ALBERT L. CROWELL.           |
| ARTHUR N. BURKE.               | GEORGE W. DAVISON.           |
| †DALE D. BUTLER.               | HOWARD D. GORDON.            |
| HENRY H. CHATFIELD.            | RALPH M. GRANT.              |
| SEWARD V. COFFIN.              | WILLIAM H. HALL.             |
| FREDERICK M. DAVENPORT.        | LOVELL J. HONISS.            |
| JOHN E. LOVELAND.              | NELSON C. HUBBARD.           |
| GEORGE E. MANCHESTER.          | DUNCAN S. JOHNSON.           |
| ROWLAND MILES.                 | WILLIAM H. KIDD.             |
| WILLARD I. WARRINER.           | JOHN S. PULLMAN.             |
| †WALTER W. WINANS.             | HEBER I. THAYER.             |
| NORTHAM WRIGHT.                | WILLIAM D. TUCKEY.           |
|                                |                              |
| 1890                           | 1893                         |
| FRANCIS A. BAGNALL.            | GEORGE H. BLAKESLEE.         |
| ROBERT J. BEACH.               | †BERNARD W. BUTLER.          |
| R. WATSON COOPER.              | WILLIAM E. FAIRBANK.         |
| EDGAR S. FERNALD.              | CHARLES G. GOODRICH.         |
| FREDERICK W. HANNAN.           | HERVEY HOWARD.               |
| †JOHN R. HENSHAW.              | GEORGE R. MUNROE.            |
| LYON L. NORTON.                | CHARLES E. NORTH.            |
| EDWIN S. TASKER.               | ROBERT C. PARKER.            |
| WILSON W. THOMPSON.            | WALTER E. RUSSELL.           |
| ANNA H. ANDREWS.               | EDWIN O. SMITH.              |

HARRY A. THOMPSON.

ASHLEY H. THORNDIKE.

MATTIE L. HILLS.

1894

J. GORDON BALDWIN.

WILLIAM B. DAVIS.

WILLIAM M. ESTEN.

ABRAHAM H. ESPENSHADE.

ROBERT M. FRENCH.

FREDRIC W. FROST.

LEWIS E. GORDON.

ARTHUR L. HOWE.

WILLIAM M. NEWTON.

FREDERICK H. SAWYER.

EDWARD L. STEELE.

EDWIN C. TREAT.

HENRY R. VAN DEUSEN.

SUSIE J. MANTLE (Mrs. Sheldon).

LIZZIE C. RICE (Mrs. Barnes).

1895

EDWARD L. M. BARNES.

†JAMES H. BUNCE.

CLIFFORD P. CLARK.

EDWARD F. COFFIN.

†WILLIAM J. HAMPTON.

HENRY I. HARRIMAN.

FRANKLIN T. KURT.

ALBERT B. MEREDITH.

WARREN R. NEFF.

ARTHUR C. POMEROY.

†ROBERT N. SMITH.

HOWARD A. SUTTON.

JOSEPH K. VAN DENBURG.

JOHN G. WALSH.

CLAUDE L. WILSON.

SARAH B. TUCKER (Mrs. Kurt).

1896

ALBERT F. BLAKESLEE.

WILLIAM B. CASS.

JASON F. CHASE.

OLIN W. HILL.

IRVING E. MANCHESTER.

GEORGE W. NORTON.

†CARL R. PECK.

VERNON B. SWETT.

WILLIAM B. TOWER.

HENRY D. TRINKAUS.

MAY S. FINNEY (Mrs. Wilford).

CHRISTINE K. GLOVER (Mrs. Frost).

EDITH R. GRAVES (Mrs. Hariman).

†SUSAN S. HUBBELL.

LILLIAN G. INGLIS (Mrs. Larabee).

MARGARET N. WILLIAMS (Mrs. Belden).

1897

HARRY A. BATCHELDER.

MANNING B. BENNETT.

R. NELSON BENNETT.

N. EVAN DAVIS.

WILLIAM G. GIFFIN.

WHITNEY M. HUBBARD.

IRVILLE C. Lecompte.

THOMAS R. MOORE.

STEPHEN A. NORTON.

WILLIAM B. PRUNER.

ALVENZA I. SMITH.

WILLIAM E. D. STONE.

LEON K. WILLMAN.

MYRON B. YAW.

LIZZIE E. DUFFORD (Mrs. Moyle).

CORNELIA H. STONE.  
CARRIE M. YALE.

1898

†CHARLES E. BENEDICT.

FRED I. BROWN.  
MORTIMER H. CAMP.  
ALFRED T. DAVISON.  
JOHN H. FAIRCHILD.  
EBEN JACKSON.  
FREDERICK A. JOHNSTON.  
EDWARD L. MONTGOMERY.  
SAMUEL A. MOYLE.  
ADOLPHUS S. NORTH.  
GEORGE W. OSMUN.

†ERNEST O. POWERS.

WILBUR S. WEEKS.  
RALPH D. WHITING.  
HATTIE B. HALL (Mrs. Legg).  
ELEANOR NEWELL.

1899

MARCELLUS C. AVERY.  
EDWARD S. BELDEN.  
WILLIAM C. DARBY.  
BERTRAM F. DODD.

†LOUIS GILDERSLEEVE.

ARTHUR GOODRICH.  
JAMES G. GOODWIN.  
CHARLES A. HADLEY.  
ROBERT E. HARNED.  
EDWIN W. KEMMERER.  
ALBERT E. LEGG.  
WARD W. PICKARD.  
CHARLES H. RAYMOND.

†CHARLES F. ROCKWELL.

WARREN F. SHELDON.  
HARRY R. STONE.  
RALPH C. STONE.  
OLIVER E. YALE.  
JULIA BRAZOS.

MARGARET E. JONES.  
MARY E. WILCOXSON (Mrs.  
Franklin).

1900

JOHN R. BOWMAN.  
†WILLARD E. BROWN.  
HORACE D. BYRNES.  
HENRY L. DAVIS.  
LEROY A. HOWLAND.  
HENRY A. INGRAHAM.  
ROBERT E. NIVISON.  
ISAAC C. SUTTON.  
EMORY H. WESTLAKE.  
ANNIE G. BIRDSEY (Mrs.  
Steele).

ALICE BRIGHAM.  
GRACE L. FOOTE.  
GRACE M. HULSE (Mrs.  
Howell).

PERCIE J. SMITH.

1901

WILLIAM E. ADAMS.  
WALTER M. ANDERSON.  
BURTON H. CAMP.  
THOMAS S. CLINE.  
JOHN A. DECKER, JR.  
†HARRY C. LANE.  
†HENRY MEDD.  
ROBERT J. MERRIAM.  
WILLIAM P. OGDEN.  
RICHARD G. POVEY.  
SUSAN M. ADAMS (Mrs.  
Wetherby).

MABELLE W. BARNES.  
CHRISTABEL M. COE (Mrs.  
Merrett).

MAY T. PALMER.  
J. MYRA WILCOX.



1902

ROBERT A. ANDERSON.  
 MARSHALL BEVIN.  
 W. HARRY CLEMONS.  
 WEBB G. COOPER.  
 JAMES A. CORSCADEN.  
 SAMUEL F. CROWELL.  
 RALPH S. CUSHMAN.  
 †LOUIS N. DENNISTON.  
 GEORGE W. HARPER, JR.  
 OLIN F. HERRICK.  
 ERNEST M. LIBBY.  
 CLIFFORD D. MEEKER.  
 CARL S. NEUMANN.  
 CLARENCE L. NEWTON.  
 WILBER E. NEWTON.  
 HARRIE A. PRATT.  
 CARL F. PRICE.  
 GEORGE D. RYDER.  
 ELDORA J. BIRCH.  
 ILGA F. R. HARVEY.

1903

IRVING M. ANDERSON.  
 Z. PLATT BENNETT.  
 JAMES G. BERRIEN.  
 WILLIAM P. CALDER.  
 CLARENCE F. CORNER.  
 MILTON W. DAVENPORT.  
 HARRY P. DAY.  
 MAX F. HOWLAND.  
 WILLIAM S. JACKSON.  
 JOHN W. LANGDALE.  
 FLOYD S. LEACH.  
 CARL S. MUELLER.  
 RALPH NORTON.  
 WALLACE L. ROOT.  
 HERBERT B. SHONK.  
 HARRY H. SMITH.

VIVIAN E. GLADWIN (Mrs.  
 Campbell).  
 MINNIE C. RIGBY (Mrs.  
 Payne).

1904

ROLAND J. BUNTEN.  
 MYRON C. CRAMER.  
 LOUIS DE V. DAY.  
 GERALD B. DEMAREST.  
 FRANK P. FLETCHER.  
 CHARLES H. GARRISON.  
 R. WALLACE GILLESPIE.  
 KENNETH M. GOODE.  
 †HENRY C. GUERNSEY.  
 †CLARENCE B. GUY.  
 ROY S. HURD.  
 RALPH W. KEELER.  
 EDGAR MACNAUGHTEN.  
 †CHARLES H. NORTHAM.  
 †FREDERICK L. PHELPS.  
 HAROLD B. RAYMOND.  
 SAMUEL T. REYNOLDS.  
 STETSON K. RYAN.  
 HAROLD E. WILSON.  
 WATSON WOODRUFF.  
 HELEN V. BRANSFIELD.  
 MARGUERITE M. VAN BEN-  
 SCHOTEN.

1905

A. REYNOLDS BISHOP.  
 MINN S. CORNELL, JR.  
 NATHAN H. FAIRCHILD.  
 ALLAN FERGUSON.  
 HOWARD B. FIELD.  
 STEWART F. HANCOCK.  
 HOWARD E. A. JONES.  
 RALPH H. MIX.  
 †JOHN S. OLNEY.  
 HORACE J. RICE.

CLARENCE H. TRYON.  
 JAMES M. YARD.  
 RUTH B. BONFOEY.  
 CLARA F. SYKES.

1906

WILLIAM E. BELL.  
 GEORGE I. BODINE, JR.  
 ARTHUR K. DEARBORN.  
 LESTER F. DEMING.  
 WARD P. GAMMONS.  
 GEORGE H. HAMILTON.  
 CLARENCE E. HANCOCK.  
 GEORGE E. HEATH, JR.  
 WILLIAM A. JOHNSTON.  
 ELLIS H. MARTIN.  
 HAROLD C. MARTIN.  
 WILLIAM G. MURPHY, JR.  
 OLIVER T. NOON.  
 WILLIAM N. PHILLIPS.  
 JOSHUA L. ROBINS.  
 GUY W. ROGERS.  
 †ALEXANDER C. STEVENS.  
 †REGINALD H. STOW.  
 FRANK H. SYRETT.  
 FREDERICK F. VOORHEES.  
 CLIFFORD LE G. WAITE.  
 LESTER R. WEEKS.  
 FREDERICK W. WRIGHT.  
 MARGARET E. DONAHOE.  
 HELEN K. FLETCHER.  
 KATHERINE F. LUCEY.  
 EDITH W. SAY.  
 ANNA M. VANDERBROUK.  
 ELLA P. WARNER.  
 FLORENCE WINTER.

1907

HAROLD D. ALLEN.  
 HILAND G. BATCHELLER.

ADOLPH B. BENSON.  
 FRANK A. BERRY.  
 RALPH S. CARPENTER.  
 CARL W. CLARK.  
 †HAROLD D. CLARK.  
 JOHN S. CLARKE.  
 EDWIN A. FIELD.  
 THOMAS B. GIBB.  
 ARTHUR B. HALEY.  
 ARTHUR P. HICKCOX.  
 HAROLD M. HORTON.  
 GEORGE H. INGRAHAM.  
 EDWARD A. JENNINGS.  
 HARRY W. LAIDLER.  
 EARLE L. LEGG.  
 CLARENCE P. MCCLELLAND.  
 OLIN F. MCCORMICK.  
 GEORGE L. MYLCHREEST.  
 †CLARENCE R. NEWTON.  
 CHARLES J. PETERSON.  
 HOWARD A. SECKERSON.  
 †EDGAR STORMS, JR.  
 DANIEL WILKINS.  
 ALICE M. BOCK.  
 ELIZABETH P. BRANSFIELD.  
 ELIZABETH D. CLARK.  
 FRANCES T. NEJAKO.

1908

LEWIS ALLEN, JR.  
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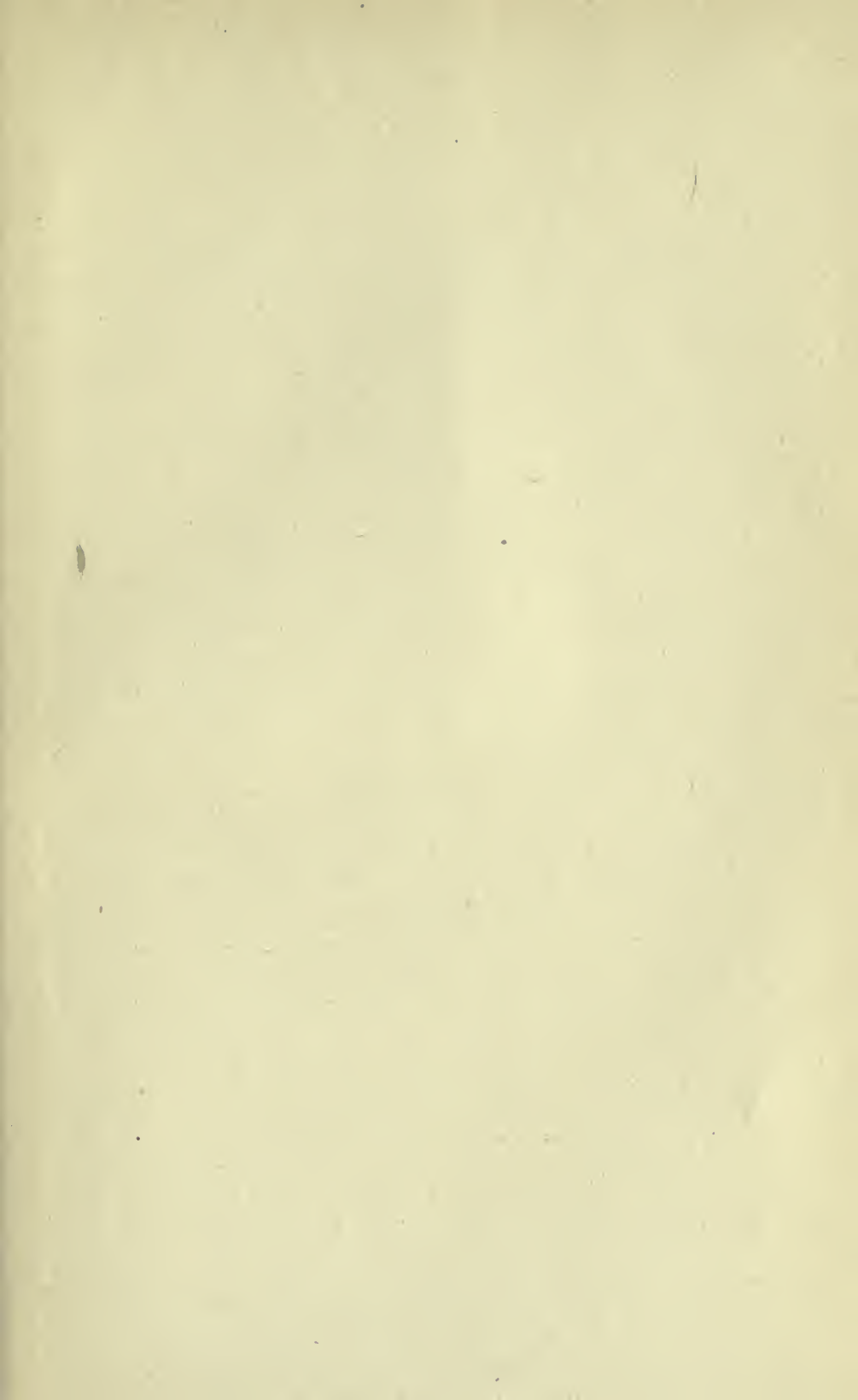
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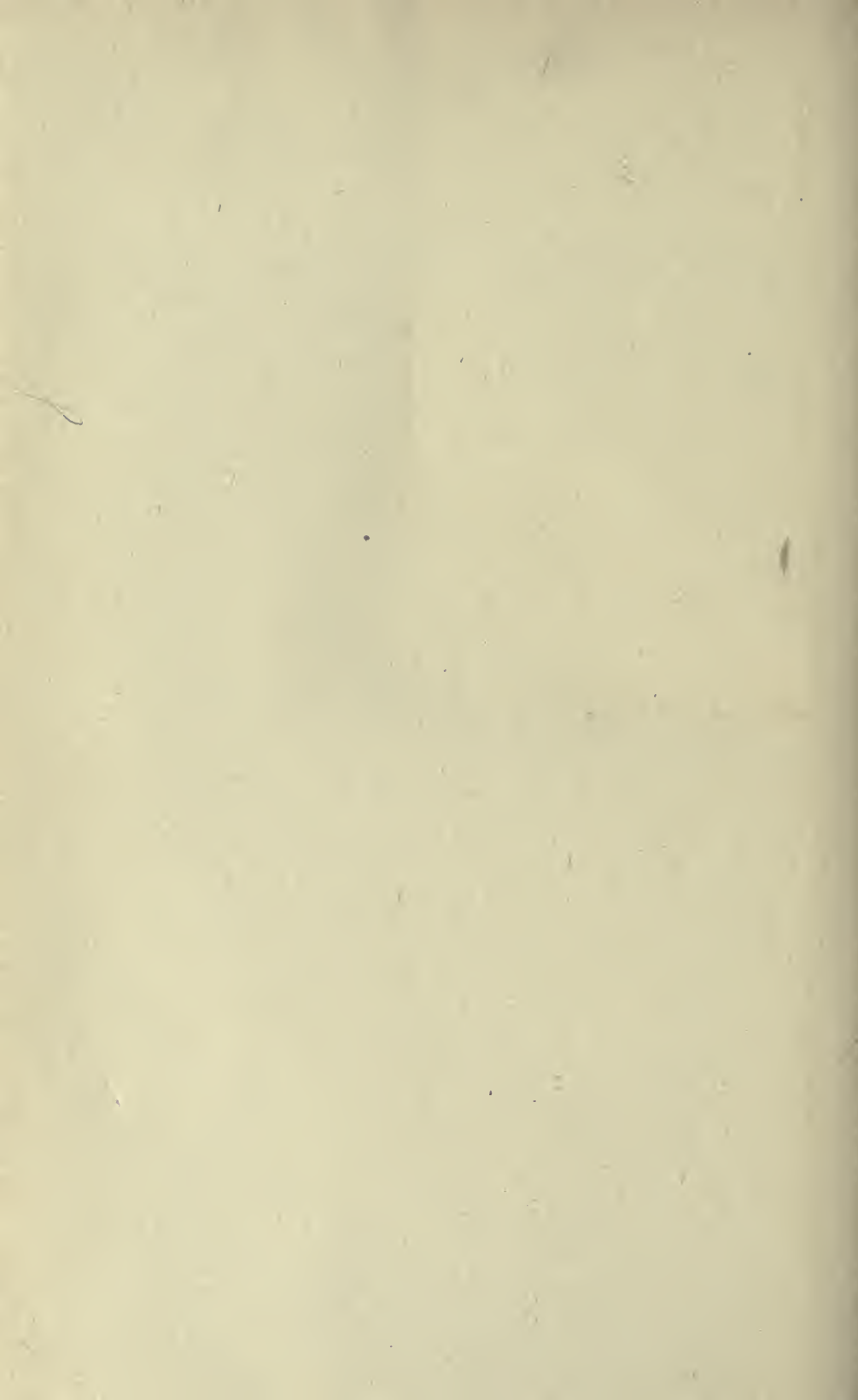
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