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All this things which mean all about us
the drawing into the reading and writing
of History is, of course, to help or hinder
the age according as men seek thereby to
spur thought or to evade it. In the latter
case it is Polemic or Prussian - setting
up as its petty fetish a new reading or
small-metaphysic or a Corpus Inscriptionum
- giving the primacy to Chronology, Synonyms
and accent-markers.

These men and their studies have great
uses no doubt - as serving stronger men
and larger purposes; but they at times
persist in having all new growths of his-
torical scholarship to suit their old narrow
existing original systems in new relations to
fit new and purposes of old relations,
closing their eyes to the tendencies of the
time and the new men - fighting
certain "Extinct Satans".

But when this reading
and writing are driven on by earnest-living
thought - historical knowledge is built
high and firm. Subtlety + plodding are
then turned to the search for Fact-Laws
of development - and demonstrations of
progress - man is recognized as Soul in
Something and his History as Meaning

Conscience; Contemplation of Great-Lives
of high purpose binding together all that
blooms in decays - accords or clashes
- Struggles or Sufferers in the World-History
Strengthens a trains Soul. This is
that higher discipline which gives
worth to mental discipline - This
is that breadth of View which alone
gives worth to Keenness of View - This
alone will enable a Scholar to build
high, or live for, or battle manfully

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[redacted] Froude and Bismarck, Schurz and [redacted] of others of whom the age is proud. His torical Essayists - like Carlyle and Kingsley are of this sort -

But between these two classes - those who deliver and those who build are other classes principally two - those who paint - and those who counterfeit - To those who paint - belong the scene-shiftings - the working of pageants - the cut-and thrust of armies the draping of heroes - and their work is useful - ~~to historians of high~~ It is often a rich mine to historians of higher aim - to those who hear in feudal history voices far louder than heralds' trumpets & see in kingly history truths far brighter than the shimmer of cloth of gold - those who see in all history great lines of purpose to which the purposes & policies of Alexander or Napoleon are but as tokens

Next - come they who counterfeit - dealers in sham history - these could sometimes a great fire found about - with secondary historic truths, sometimes an

great truth seized out of its connections. Thus Arnold Bernauer proves that Modern Rome is the focus of mental activity and Vienna the center of enlightened liberty - Hughes proves that the few timbers which warm this bad age are wrapped in his copes and altar cloths; Alison proves that this republic is to fall - for lack of monarchy and Fitzhugh proves that it is to die - for lack of slavery.

Every day thousands of them are made to hear their precious utterances of sham history that Commercial republics have been corrupt - manufacturing republics Syndics - aristocratic republics the best fighters and all republics blatant and based on slavery. These bits of popular sham history modify the popular political philosophy. What wonder then at the late general apathy in the Northern - & the fettering of white men by tariffs and of black men by slave acts.

The true sources for historical studies reaches of course the Gentle - but the field lies before

~~This paragraph is ill judged, and my remark of it, incorrect~~ 6

Course and it is pitiful to see their
Lyric efforts so often thrown away for
want of guidance.

The professional scholars being
thus so much buried with scanning and
parsing that no time can be given to the
finding out of true historic knowledge which
they serve as lackeys and mail in
the fight of our days against Sham!
and Sin! Here time for this Equipment-
first-to the duties of the test-mis-
erable Masters

A good Universal history is
rich-a thing duly compend her a great
frame on which Pedantry ~~is~~ may display
that-d-little is such a sense
as a foundation for all Special study of history
or philosophy or politics - what may
such as to contract
the mechanical tendency to study single points
- what may
such as life-the new race of young
men above the plains of our old dema-
gogues so that whether with pen or
voice, they may attack them from above
and at advantage * In such a history
there should be first-the clear strong cur-
rent of facts - there should be next
the simpler plain philosophy of history

7

and then a thorough presentation of
that Special history most important
to the nations and times in which the
book is read, and on this Special his-
tory all the rest should be brought to
bear. Thus we have seen as the
three great things, the facts, the
philosophy, and the application
We have
met with two work so excellent in an-
swering these requirements as the
new revision of Schlosers Universal
World-His-
tory. The revision has been in progress
for the last-ten years, and the
last-numbers, our American press-he
der the eye of the historian, a chosen
Scholar has brought-over the old
editions + cut-and-wheel-has useless
and added the newest-results of re-
search. The new work is dedicated
to the German people. It-is for their
reading. The Study old historian is
to die soon, and this is the final
shaping of the great-work of his long life
First-of all
the book-is Earnest-. The struggles in
Germany have drawn true men

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Political System. First of all Greece owes to mental strength its full right of place in national affairs; and first among men they elevated the declaration of the assembled people to the significance of public opinion and created political growth and mental growth. Therefore they were the first nation in history which was able to develop a republican constitution and to hold it fast."

Of the earliest periods of Greece strength is shown for the authors great purpose. Schlosser does briefly here for Greek history what Arnold did at greater length for Roman history. It is the historian of strong sense, but the eloquent orator speaks. Legend is given as legend and [illegible] there are clear traces of a reaction, not unhealthy, against the critical skepticism of Niebuhr. Yet it is no blind, hybrid reaction. Passing to the heroic age, all possible light is thrown upon the sway of Minos, the hypothesis of the Argonauts and the Trojan war, by which [illegible] and there is a good summary of our knowledge of the period. Less fine imperfectly in extract from the political [illegible] Castes

were unknown to Greece in the heroic and even after. The people were indeed divided into nobles and commons, but the latter took part in public affairs and the privileges of the former rested not upon noble birth, but rather on the possession of superior strength, bravery and skill. The difference, then, between these two classes, was not founded on superstition and chastity, like that between the Castes of Orient, but upon the idea that certain families had greater bodily strength and prowess in war and these they were chosen of the Gods to protect the land.

The only claim of the noble above commoner rests in his greater skill in ruling at the king. xxxx. The king was in his decisions bound by the counsel of the nobles and in public affairs must take counsel of the whole people. He was but the first among peers and had real preeminence only as priest at the sacrifices and as Captain in war. When then, he as ruler assumed a position above the nobles, everything turned on his personal character and he must already have displayed in health, strength, bravery, sagacity and experience. He was always greeted and

addressed with respect, but their people talked and trafficked with him as with any other noble. Among the Greeks there is no trace of Oriental forms of homage ~~of prayer~~ or them of awe."

A better popular presentation of this subject could hardly be given in Germany and it is in such passages as these that we see what the old man means in addressing the book to the German people. It is of great use to have such simple old truths shine full upon them. In a land infested by the most pernicious nobility on earth, and where, in all her kingdoms for three hundred years only two monarchs have arisen strong in battle & quick in council, and where Oriental forms are preached as often as "most high, most mighty Frederick William" gives the fourth class of the Red Eagle to a petty imitator of Hengstenberg a Stahl, such simple and easy on the strong primitive Monarchy is of great worth. The summary at the end of the heroic period, thrown into the form of a comparison one of whose terms the Germans can well appreciate, is also good. The

Gneisenau

Homeland

~~Greek~~ History shows many centuries later,

in Northern Europe, a similar conduction of things, and a comparison of this condition with that of the Greeks before age may serve to throw light on the spirit of ~~the~~ period in Greece which lies ~~mostly~~ outside of ~~our~~ authentic history. The ruling spirit, the daily life and the whole culture of the Northern heroic age, are in the highest degree similar to those of the Southern. We find but few differences and they may be ascribed mainly to influences of climate. The most striking difference is, that the Greeks in passing their heroic period grew more kindly and nobler whereas the Northern peoples ~~had~~ appear practical, purer, more worthy and more aspiring in the earlier division of the period than in the later. They of the South had further this advantage over the Northern heroes, that in Greece, sagacity, eloquence and elegance gave greater distinction than were ~~truly Christian~~. Those Greek tribes stood ~~near~~ each other, were, ~~often at war~~ in a manner, allied, and ~~under~~ took common sacrifices in which many tribes took part. The differences of the North were in the earliest heroic time separated, and in the latest only united by a feudal bond. The former made a sharp distinction between Greeks and Strangers; the latter yielded like privileges to all who

Greeks after

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of the two orders old writers are not agreed
for only know that the Persian numbers
were far greater than the Athenian. And
this little band of Greeks beat back the
Persians rulers though they were of half
Asia. Yet when we glance at the differ-
ing natures of the two powers, all wonder ceases.
The Persian State was a mere machine, in
which free development, free movement and
free aspiration were overruled by blind
obedience and by the fixed mechanical order-
form of institutions. All chance of good lead-
ership in war depended on personal favors
and relations. Seldom was any institution
changed in obedience to experience & demands
of circumstances; very seldom was either
plan or process of an undertaking brought to
fit the needs of a given time, land or
people. Their host was immense but was
an undisciplined mass, without members or
ordered order. The Greeks, on the contrary,
then in the bloom of their national strength,
formed small states where strength was
not in numbers but in unshackled growth,
in love of fatherland and in home educa-
tion among individuals. The recruiting, dis-
cussing and arming of the people was purely
national, and grounded in the nature of the

people. Through their freedom of political movement-
seeing experience and discovery took at once
upon the national undertakings enterprises.
This is, per-
haps, but a combination of well known
facts to illustrate a well known truth
yet it cannot be presented too often any-
where. Especially should it be kept before
the Germans. In their land is a great
party embracing many keen minds which
having flung off republicanism as a dream
affect to admire despotism, - praising Rus-
sia as a model. But this simple, must
presentation of the Persian State and judi-
cious system must point out to many an
over-day thinker the reason why Russia
with ever increasing attention to military
organization grows less and less capable of great
military effort achievements, and why Turkey
likewise. She has grown weaker and weaker
against civilized nations, reaching only
a good defence at Eylau and not doing
even that in any open battle of the war
just ended. suspended. - Then too there
is a great tendency in the peaceful mind
in Germany and elsewhere to be dazzled too
much by the French Egoist. He is
building great palaces, cutting roads, &c-

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tal activity. Every Athenian took deep interest in art- and much change his thoughts with it-, for daily, in markets and barber's shops and chandlers' shops and porticoes and private-houses and private gardens, conversation turned on it- Out of every twenty persons three at-least- had a personal interest in art-. So too had Rhetoric and Dialectics or the Science of Speech and thought a great-place in Athenian daily life. Any man might-be called at-any moment-to give account of matters the most-entangled; every man heard in courts and assemblies the most-perfect-orators and needed no other study than the market- the daily intercourse with his fellow-citizens, and the courts. No one had need either of any foreign language or of any learning other than that which bore upon his function. What-wonder then that an Athenian of the age of Pericles could boast-himself a better Judge of Art-, Poetry and Eloquence "than the most-learned of any other times!"

(Walter)

We confess that this is keenly compared with Macaulay's Reflections in the Essay on Athenian Eloquence; and we know that many readers will be disappointed at-Schlosser's abstract of many leading dialogues as compared with Grote's Eulogies. But-let-us see if Schlosser has not-

done good work even here.

Grote has, as all must-see, a far better position from which to judge the Athenian political development-than Schlosser can have: Schlosser's observations & glimpses of democracy in the provinces, in 1813 - 30 - and 48 are perhaps not-fully matched by Grote's recollections of the Reform Bill, the Anti-Corn-Law League and the Chartist failure. But-Grote has stood in the steady growth of democracy; his whole life has been in contact with it; day after day he has come to know more and more of the robustness personal and national, which it-fosters; his constant reading has been in the language which holds the mass of its literature and not-shared (happily) to understanding of his subject: his notes he has read for light- is made to stream upon that ancient-democracy from points the most distant and separate- from our own Federalist, from reports on Riot-administration, or from pamphlets on our State Constitutions.

Thus through daily dealings with books, laws and men, he has come to detect- at-many heart-secrets of institutions and has wrung from them as by instinct, what men born on the continent could only approach them by plodding.

And Grote's induc-

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slaves to the executing of great national works, yet with the great difference from Egypt, that external influences continually modified these works and that they were undertaken to satisfy great public needs and not the pride of a single caste. Here sprang up, too, the element of loyalty for the new nation, in a kingship of successors, content with insignia, - not a power, but an institution merely as at Sparta, and in the constitution of Sieges, and in England to day perhaps. Here we note the origin of Roman pomp, with crown, curule chair, sceptre, fasces and lictors. The struggle between bodies representing these two elements is the real Roman history. Steps in it are the aristocratic reform of Tarquin, the revolution of Servius, the mistaken limitation of nobility of merit - not nobility of birth, and the communism of the Decemviri. Their division of the tribes signifies the abolition of caste, - the mingling of Oscan Germany with Tuscan Nobility.

Schlosser leads us well through the long wars of the different orders in the State, summing events and estimating men at every telling epoch. Among notable essays are those on the position of the Italians

under Roman rule and the character of Rome during the Punic wars. "In spite of a seeming preference, Italy suffered more than the provinces. She was robbed of her old wealth and for centuries left almost waste. The whole country was lessened by continual wars, which cut down the people and raised the imposts, - thus giving to Roman nobles chance to make broad their estates through cheap purchases. Leading Romans thus made themselves masters of great tracts and formed therefrom the latifundia, which in extent were as baronies or principalities; and, worst of all, left, there estates to be filled by thousands of slaves; these took the place of free burghers and peasants, so that Italy held the same bad eminence which in these times the West-Indies have taken through Negro Slavery. The treatment of these slaves was revolting, and tended steadily to corrupt the nation. They were in part barbarians, hunted like beasts in other lands for the Roman market, and in part debased Greeks or Asiatics, quick to poison their masters with their heritage of vice. Dealings with either of these classes were just as degrading to all manhood

Sacra Via

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as dealings with negros ~~slaves~~ to-day. When slaves
came to regard them as a sort of domestic
animal, to be valued merely at the current
price. Many Roman nobles made a business
of raising them for market, like animals.
Some bought them young, to train them and
increase their value. And the slave sys-
tem was not confined to tillage of the land,
but house servants were slaves and to
such was often given the education of young
men. In the earlier days the Roman had in
youth clients as his playmates, and at riper
age regarded the slave as partaker of his toil,
but now the young Roman he grew up in
a rude rush of slaves, accustomed himself to
cruelty and arrogance, and thus acquired
that scorn of man as man, which afterward
took such frightful shape among masters of
slaves and rulers of provinces."

This is one of a
score of homely, earnest lessons ~~translations of truths~~
in Roman history, which have great worth in times
like these. To men who are to shape the future of this nation,
the future, these homely truths are Roman history's
all else has worth merely as scaffolding. These
~~are certain great periods to be forged~~ must be, of course,
preliminary hard work, and learning of details;
but to them it matters not whether the Etruscans

were Pelasgi or Celts or whether the Romans at-
tacked Carthage in triremes or ~~Dreas~~ or gain questions.
This modern world has too ~~much~~ many pro-
blems unsolved to allow time for such learning,
and to hold a course with boys through
these times requires better discipline than
can come by ~~such~~ it.

A clever young ~~compound~~ an
earnest graduate of one of our universities
with the arguments so loved in Athens in
our southern States - with their sham histori-
cal fact - perhaps that no republic ever
existed without slavery. The ~~defender~~ defenders of free
dom has of course some "glittering generality"
to give in answer - a friend further be
may declare that slavery has been a curse
in every republic - pressed further still in
some cases out of ten he has no answer.
If he ransacks his memory it generally gives
good yield of dates of battles, and crownings
fragments of royal genealogical trees, loves
of mythological personages - but of the ~~great~~
simple combinations of fact and principle which are
things to know and ponder especially, he too
often gets but chance sights - ~~[redacted]~~ of film and
large. His vision plain and clear-cut he
has not. But had his training been shaped
to the necessities of these times and this le-

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~~Justin he would in class Stubbs have made dozens of Scholars like Those of Scholars~~

~~The simplest training to be expected in the~~ ~~course of a University would have enabled~~ him to

to graduate as an American citizen knowing what

Show concisely what Slavery has wrought in all republics of the ancient world, - how it acted on the State, weakening it in war, corrupting it in peace; - how it acted on the citizen breaking his physical strength, pilfering his moral strength. He should be able to understand the position that no republic before ours ever secured civil liberty. And it is not too much to ask that courses of lectures & endowed Scholarships should be given for thoroughly teaching with these great questions. Some in Greek history. There should be a close reading of the agonies brought upon Sparta by her Helots; the ferocity forced upon Rome by her barbarian slaves, and the effeminacy generated by her oriental slaves; the substitution of slaves for yeomanry and the consequent easy triumph of the northern barbarians. There should be given clear ideas of the mediæval serfage; its struggles with the religious feeling; its incitement in preaching and practice of the Church, - and of the preliminary extinction of slavery through feudality. There should be simple knowledge of the enfranchisement of the Communes, of the fight for freedom made by the cities, of the terms and duration of alliance between King and Pope against nobles, and enough strong reasoning to set the student a-thinking on these topics.

This is not to say that history should be read entirely or mainly in books of philosophers ~~so that lesser facts should be disregarded~~. Mere historical knowledge likely to be set in formulas, - individuals and nations standing as mere dead terms in generalizations. Besides all philosophizing upon any period, students must take care to set themselves really in its stir, to feel that its men are not mere cyphers but living souls, - to listen even to the play and prattle of a time. He who has not run over the pages of Froissart or De Barante, has a poor conception understanding as he ought, the philosophy of Guizot. Of two persons, studying the final struggle between loyalty and feudality, and who gives the dates and standing genealogies of the reigns of Louis XI or Charles the Bold, while of these times he has a knowledge far less real, than he who has run in excitement through Scott's Quentin Durward or Victor Hugo's Notre Dame.

Nor have we said that lesser facts should be disregarded. Nothing can should exclude the pettiest facts

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if they be pregnant + nothing should admit the largest facts if they be barren. In his history of the French Revolution, Carlyle pictures the flight of the king, so that one in his round hat and fat the jolting of his carriage. When the king is captured and marched into the graces house at Varennes, Carlyle tells us that the tragedy demanded refreshments; got bread and cheese and a bottle of Burgundy; and said that it was the best Burgundy he ever drank. In view of a whole destiny of France and Europe changed by Louis' arrest, the detail is petty indeed; but what light does it throw on the spirit in which Louis struggled to uphold his throne! To read that petty fact is to do something more than to keep in mind the whole Bourbon genealogy since Hugues Capet.

In all historical writing a study, then, one demand a picking of pregnant facts, whether great or small, to surround philosophy, whether naive or deep. In the same chapter with the quotations just made, the struggle between the old Roman party and the new Greek influence is well given. The former is represented by Cato and the latter by Scipio. One fine part of

the plain statement of Cato's effort. "Marcus Porcius Cato the Elder, through whom the battle of the old Roman ideas against the later culture gained a drama and historic place which his merits alone could never have given him. His life, regarded as that of a private citizen shows only bitterness and vigor, but it appears far different when we regard him as representing the Roman popular character of the olden time, with its Sanskrit modes of life and thought. Cato's whole life is a struggle of the old national principles against the new customs and views beneficiating the country from Greece. He stands opposed to the Hannibalians and to the whole family of the elder Scipio Africanus and Paullus Aemilius, as shortly before his time Fabius Maximus Cunctator started against Marcus Claudius Marcellus and the elder Scipio. Like all men of fixed character and rugged manners, he was driven at times too far by that bitterness soon to be developed by steady war for principles. He had also to withstand the most venomous calumnies from those who are willing to let the world go on as it will, if they would will let them do as they will. But beyond this, his character has a side

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especially interesting, as reflecting many traits of the oldest popular character in Italy, which wonderfully resemble traits of the modern Italians. Such a character has great importance in a historical view. It is the living representation of the Spirit which ruled in Rome until Cato's time and shows us the inherited national traits and home traits.

In this fire and bitterness with which Cato fought the new principles and their supporters who does not recognize a main trait of the modern Italian, fierce and implacable the moment his feelings have been harshly touched? All men can see, also in Italy to-day a strange union of low love of gain and utter carelessness as to property when once acquired. Both these faculties are seen in Cato. In his only remaining work he declares that profit and gain are great aims in life, and that he can esteem therefore any man who seeks to grow rich through trade. Against usury, however, as unlawful and dishonorable, he declares war; yet his whole life long, he scrupled not to trade in slaves and, from real avarice, so degraded human nature that he reckoned his slaves, in order to the increase of their numbers and price, like sheep or horses. Despite his great love of money he was a true example of soberness and simplicity. While most Roman

governors lived in magnificence at the cost of their provinces and were guilty of the most atrocious cruelties to obtain gold, Cato, as governor of Sardinia, renounced even such pleasures and conveniences as were lawfully his. He travelled, for example, on foot from one city to another, taking but one servant. A thoroughly Italian trait in Cato, was his downright superstition, which so mastered him that he seriously recommends in his writing homoeopathic cures and even a formal Abracadabra for bodily injuries. He was noted moreover for great good-fellowship and jollity which drew him at times into frivolity or broad jests and these too are marked traits of the Italians to-day. He made much of hospitality and neighborly intercourse, and reestablished upon his estate the old Italian custom of meals in common and often gave festivious entertainments, to which young and old were admitted. At these times his neighbors sat with him until late at night in hearty talk and warmth of good feeling, but as to wine-drinking Cato's guests remained true to the old Samnite temperance and drank only from small cups. So lived Cato not only with the neighboring nobles but also with his clients. Though at this time the other leading Romans had begun to hold themselves above their clients in princely dis-

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bility, Cato tacked his often the good old fashion, took part in their joys, stood among them as father and friend, and married a client's daughter. Who does not recognize in the great efforts of the supporters of abuses in the Roman State, even in their attempts to back Cato's plans, on the one hand the reckless tyranny of men who looked upon the State as their property and on the other the immensity of the evil Cato sought to cure. To what end, then, strong laws and penalties, when the spirit of the time and the [illegible] of the quick leap from poverty and simplicity to wealth and luxury was mightier than all the strength which Cato or Fabius or other stern Romans could bring against these evils. The real life of the nation lies beyond the reach of the nation's laws. So Cato failed in all battles against the new spirit of his time."

The other great epochs and men are well presented, the author and editor bearing constantly in mind that they write for the mass of the people. The story of the Gracchi is analyzed with the keen sense of one who has lived through many struggles of lower class against higher, and with the warmth of one who has often been pledged

to the right in battle against the wrong. The essays, too, on the great wars of the Civil war, on Pompey as heir of Sullas power, on Crassus and the significance of wealth in Rome, on literature, on Christianity and the rise of Monkery are all excellent.

To the Middle Ages Schlosser claims to have given hard work and clear thought, and in the chapters on Charlemagne this claim certainly seems made good. First there is the full, clear story of his wars and administration and honors. Then is no especially dramatic treatment of his coronation at Rome, her share of sagacity in examining the capitularies, her share of learning in determining the work of the missi dominici her share of eloquence in praise of Alcuin. But there is clear story, narration of events with plain reflections, from which we take the following:

"Charles's care and activity reached, limited to organization and administration in general; it even touched relations the most special. Even for his household details, he showed anxiety. He demanded the fullest accounts from Stewards of his own lands, and there yet remain his minute directions for their management. In these, the Crown Stewards

Peck

Finish Cato

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Saxon type

have not only their work laid out in general terms, but there are also commands special and minute, as to agriculture, gardening, housekeeping and hunting. Just so, as in Iceland, we have an Icelandic of ordinances and orders, tenders making stringent laws against robbery and oppression for pauperism and remission of trade laws, the opposed drunkenness and such vices with strict police regulations. But he fell here into a fault very common among princes and governments. For he legislated on things which do more harm with laws than without them. Thus in the year 794 he ordered that grain and bread should be sold at a fixed price. In his whole legislation lies that modern rule, adopted by many of the better Roman and Greek Emperors, by which a people are to be ruled as children (Spoiled or sickly). Among such legislators rules such the idea that the best State is best-constituted which has the most strong codes, and in which one strong hand is prompt to grasp the reins, & govern them, as the time needs. But the best legislation is that where rule the best models of thought and action, and where the governed have such trust and the governing such virtue, that few decrees are

Saxon type

needed. This distinction was better known to Lycurgus, Solomon and Charlemagne than to the wise Ptolemies. If the wise of Charlemagne which has caused so much good, brought by the Germans from their wilds and marshes, to be destroyed, to make way for more legal formulas"

With due admiration for so great a character dazzling the world in so dark a time, the historian sees, in the total failure of his work and in the darkness which followed, a clearly expressed providence. The world was then going fallow. The laws of Charlemagne would have crushed in the germ all that individualism and personal independence which are the noblest contributions of the Middle Ages to civilization! His court-literature would have imported foreign idioms and ideas, and so destroyed that homely mediaeval growth of literature. His court-philosophy would have fettered all that hardy spirit of German thought which has been of so much value to the earth. Full light - with this comes at the moment - but compare parts of Caesar Cantu's sketch of Chinese Science with Guizot's sample of the philosophy of Abelard. In Chinese

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books are set down as Extants on Earth; under the number two, two principles of Nature, - the heaven and the Earth; - under the number three, three Cardinal virtues, three first-Kings, - heaven, Earth and man; under the number four, the four Mountains, the four Seasons, the four barbarian peoples; under the number five, five Social relations, five Elements, five colors, five physical organs. To say that there is a third principle in Nature or a fourth virtue, or more than four Mountains in the Earth, or five organs in the human body, is rank heresy. The teaching of Alcuin as given by Engel- seems, in Shirley's perfect-Dutch to this.

Question: Where is man placed?
Answer: Between Six walls.
Quest: Which are they?
Ans: Above - Below, Behind - before, Right - Left.
Quest: What is Language?
Ans: The interpreter of the Soul
Quest: What gives birth to Language?
Ans: The tongue
Quest: What is the tongue?
Ans: The whip of the air.
Quest: What is the heaven?
Ans: A moveable Sphere.

Quest. What is Winter?
Ans. The Exile of Summer.
Quest - What is Spring?
Ans. The Jeweler of the Earth "

There follows long columns more of this sort:

Had the throne of Charlemagne stood to prop such Science as this, then might easily have followed a like reverence for such a court-Oracle, so that the first-Emperor would have Cramped the whole Course of thought in the world, as the Classic influence of Louis XIV cramps French literature to day. We use to be thankful then, that the evil sons of Charles Spoiled his Empire. His work was but-Spoiled - The idealized Reminiscence of his time, stirred in many hearts a longing for a higher range of thought. But the reality of his empire would have crushed all new thought. Within the trampling of Rome by the northern barbarians, it seemed a triumph of barbarism over civilization then, but who sees not in it the finger-hand of God now? Both these elements seemed after distinction then, but in their time, but-to day we can see their special values; as grand steps and necessary, in

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reach of our previous reading, we stand ~~amazed~~ amazed at the new revelations of that first half-century given by Schlosser's Strasburg Here too we have some of our historian's best peculiarities of method. For choice between leading points, elimination from the front-rank of all which detracts us from clear view into the real life of a time, for complete grasp and showing of men and things which serve as types, & indicate tendencies, this volume is one of the best. The simple, unrhetorical portraits of Frederic William of Prussia, as a prince bred under hard, German culture, and of Frederic Augustus of Saxony as one schooled in false, French culture, with the simple train of reflections are perfect in view of the aim of his book.

The special merit of any history of the Eighteenth Century is in showing the transition from that self-seeking of its first years to the self-sacrifice of its last years, and that double transition from sordid bigotry to a biting Skepticism and thence to a renewal of religion. The first of these transitions is from the speculations under Law to the Oath of the Tennis Court, and the stand against the world with Dumouriez at the forest of Argonne. The second is from the disciples of Le Tellier to Shaftesbury and Diderot, and from these to John Wesley. Throughout the whole century too, must be studied the fact which Guizot noted so well, that government as a force strong and far-reaching, disappears and that the real sovereignty is with the minds, the men, who thus hold it, coming from deeper and deeper strata of the people.

An earnest man reading of that first half century, Dickens, and perhaps doubts Providence a moment. Played off before him is all that cold-blooded murder of the wars of the Spanish Succession, ~~and~~ of Charles XII, of the Austrian Succession and of the Thirty Years War. And in all these not one principle involved avowed! All seemed to turn on the whims of the feeblest in head and vilest in heart; throughout Europe these filched the peoples earnings, crushed their loves, dashed out their lives. It is by these early, selfish wars of the last century

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that Europe is blistered to day, — And 58
by those of this Century in which Soldiers
and people were mainly accounted men.

The birth and
growth of the new philosophy are seen
with a clearness and earnestness,
which pledge complete fairness. Locke
is seen, doing that work which the world
knows so well, but which he never
dreamed. Shaftesbury gives his philosophy
to the world with directness, Bolingbroke
mingles it with French ideas, Pope rhymes
wildly and smoothly what Diderot and
Holbach translated into blasphemy.

But what wonder that the weapons of the new men were sharp and the battle terrible, when the old party had such barrenness in thinking, such dryness in learning and such selfishness in all things. Against Christianity fortified in her own true ground, nothing shall prevail, but, at that time when it was made to father all despotisms and slaveries, all its defences were found brittle. Looking at churchmen as they then were, what wonder that Voltaire attacks them as Pharisees and Montesquieu ridicules them as dervishes?

Alison devotes part

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of the chapter preliminary to his history of Europe to showing how the French peasantry when governed paternally were robbed of eleven twelfths of their daily earnings, and then wonders through fourteen volumes at the energy of popular resistance to this paternal government. So, too, many men of the Alison tribe, though they have a decent knowledge of the first part of the last century, wonder at the rise of the great skeptics and give them no place in the great plan of God's purposes — regarding their works as Satanic pyrotechnics. But an earnest Christian may now see the best truth of these men before the more Christian ideas of living and governing and legislating could come, that old system must be crippled — Voltaire as poet and critic. Then to come a second great cause to the world. It was soon seen into what hideous shapes a negative philosophy must develope. The barriers broken, but see the deluge of blasphemy sweep over all the old bigotry bubbling up about all the continental Christ — even for a time in that which Frederic William had made so strong against it — . But out from this deluge there

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solid land at last appeared. The pietists of Germany with Thomasius and Spittler brought better times and the world was the better for this hard trial. The immediate stir in action spring from the stir in thought, is seen in Frederic of Prussia, Joseph of Austria, Choiseul and Turgot in France, Pombal in Spain in Portugal. The better results of these stirs in thought, are seen when Frederic is kind to Catholics, building their Church at Berlin and when Joseph is kind to Protestants giving, and claims back the intolerant, and when the judgement of the world is pronounced against Jesuits all kingdoms drive them forth, and their System shall stand no more before seen in Spasms.

Worthily into this ranks comes study of the reaction among the more severe religionists of the continent, the rise of sentimentalism and mysticism, and the war between Jesuits and Illuminati. After this are paid such wonderful foundations for extended study of the wonders of the last years of the century.

We have thus endeavored to call attention to Schlosser's work, feeling strongly that it is likely to do good by presenting History as it is. De Tocqueville makes good show of proof that in aristocracies, historic studies turn too much on admiration for single men and in democracies too much on contemplation of secondary or general causes. Whether the dividing line between these two forms of government is the line between these two errors or not, these errors stare out at us from many of the best histories and perplex many students. Study. Schlosser seems to strike the happy mean between contemplation of special causes and general influences. The whole is healthy — leading neither to hero-worship nor fatalism.

The work, too, has been commended, not especially to men who have already made deep and connected studies, but to that larger class who are beginning to grasp at the meanings of great events, sequences and changes — seeking to fit their fragments of historic knowledge and to bind them together — longing to know something of the way the world has gone and goes. Such seekers for knowledge are legion of young men about us, and this book for the unlearned, as Schlosser calls it, is sure, not only to serve

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them facts, but to stir them to thought and that earnest and [illegible] questions

Dr Peck all show of argument to the contrary, I heartily believe that the worthy Captain. The best physical discipline comes not by drudgery; muscle wears out by it. Nor does the best strength come by Gymnastics; they but round out a few muscles for a time. Robustness and lasting strength come only by labor with a will. It is of the utmost importance that the student throw his heart into his work, and then will only for acquisition but for discipline. Any study in which a man becomes fully interested is likely to become a good discipline, & the study in which he is not interested can be truly so. Now this historical study is the acknowledged favorite of them Times. There is in this Essay above quoted, declares that, different ages having different work, this age is devoting itself in a manner most striking to the Study of history. He and his great rival, Guizot, crowned able statesmanship and oratory with fruits of this study. Hamerton left poetry to write the history of the

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Sirandeins, Böckh is turning all his deciphering of old inscriptions & calculating in old political economy & comparing of old manuscripts full upon historical accounts of the relations of the Grecian States; Mommsen is shaping all his researches into a Roman history. Look through any newspaper article or students' essay, - the chances are that the best arguments are clenched with history. The events of the last-years of the last-century and first-years of this, have stirred men to look more than ever at the movement of the nations. The interest, being so general and so deep, pledges the best of foundations to a healthy mental discipline in this study.

They who talk down and fight-off full courses of history from our universities, fall into two errors; - One, in supposing that the training asked is a mere crowding of students' brains with bare facts or a mere glowing reading of abridgements. The mistake is great. The first of these kinds of training is for children; the second is for women - and the repetition of which we speak is addressed neither to primary schools nor

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female Seminaries - But in our Universities, in place of the present blank in the qualifications for admission could not some good preliminary historic knowledge be demanded? - and then a constant succession of these Studies through the course - and then, best of all and simplest of all, through proper establishment of Scholarships and fellowships, a determination of all the present scattered historic reading of odd hours into some one good channel and to some one good purpose?

But a still deeper error is in the very idea of discipline. A healthy mental discipline is something more than a mere sharpening of wits, and its product is something higher than attorney-smartness or skill in critical mousing. They who earnestly trace with Motley the growth of the Athenian Republic or with Motley the rise of the Dutch Republic, sharpen their minds but in the study of Battle of Marathon or Siege of Leyden, there is a strengthening of faculties deeper than are touched by any cold, mental culture. And he who with Sismondi disentangles the confusions of the Italian republics and sees even further and farther into the causes of their beauty in work, and strength in fight strengthens his mind - but he does better - for the work has not only brain but heart - train certain chapters such life-streams! Lines of reasoning are its warm veins bringing in life; - descriptions and recitals are its flowing arteries, carrying out life; cold sequences are thus made living growth; the story of a country is made the life of a People, and the who studies this life does not merely build his mind as a cold, fine "piece of" syllogisms - but puts mind, heart - and whole higher nature deeper in zeal for the living and care for the true and to natures thus roused, God is ever giving growth through all new light from new history and all new warmth from old -

Contemplation of the dawning of increased liberty - an increased virtue and of struggles of great souls with great hearts - study of these strengthens a manly heart; - study of the true lines of Justice between noble thoughts and noble victories strengthens a manly Conscience; - contemplation of great lines of purpose running through all that blooms or decays, struggles or suffers in the world's history - connecting all with the great Soul

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Out of Many One

"The Moral Bitter Fox of Nature and the Way to Its Permanent Overthrow"

An Address delivered before the Phi Beta Kappa at Yale College Aug 25th 1866 by Andrew D. White

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Oracy based upon habit or traditions of oppression

I shall also attempt to deduce from the proofs of this a Corollary - showing the only way in which such an Aristocracy ever has been or ever can be fought successfully and put down permanently

Let me first for this Discussion.

I do not say that Aristocracy based upon habit & traditions of oppression is the foe which takes deepest hold. — Despotism and Ecclesiasticism are dragons

which get their claws far deeper into the body politic; — for Despotism clutches more temporal, and Ecclesasticism more eternal interests.

Nor do I say that Aristocracy is the ~~foe~~ most difficult to find and come at: Demoralization in Democracy is harder to find and come at: for demoralization in Democracy is a disease and Quirks, — Aristocracy is a foe and stands forth bold: — demoralization is latent and political doctors disagree about it — Aristocracy is patent and men of average sense

from agree about it.

But the statement is that Aristocracy based upon Aggression is, of all foes to Liberties, the most ignorous, and of all foes to Rights the most Nefarious, of all foes to Nationality the most destructive. Other battles may be longer; but the battle with Aristocracy is the sharpest which a Nation can be called upon to wage; and as a nation uses its strength during the contest and as it uses it with after the contest so shall you find its whole national life a success or a failure.

For my proofs

I shall not start with a priori reasoning — that shall come in as it is needed in the Examination of historical facts. You shall have the simple accurate presentation of facts from history — and plain reasoning upon those facts, — and from ancient history — rich as it is in proofs I will draw nothing! — all shall be drawn from the history of Modern States — the history of men living under the influence of great Religious & political Ideas which are active to-day — and among ourselves.

Foremost among

the examples of the normal working of an aristocracy based upon the subjection of a class.

I name Spain. I name her first - not - as the most striking example, but - as one of those in which the evil grew most - naturally and went through its various successive phases most - regularly

The fabric of Spanish nationality had much strength and much beauty. The conjunction of the Barbarian element with the Roman. after the Roman downfall was happier there than in any other part of Europe - The Visigoths

gave Spain the best of all the barbaric codes. Guizot has shown* how, as by inspiration, some of the most-advanced enlightened ideas of modern enlightened Codes were incorporated into it:

The succeeding history of the Spanish nation was also, in its main sweep, fortunate. There were ages of endurance which toughened the growing nation, - battles for right which ennobled it; - disasters which compacted manliness and squeezed out effeminacy This character

* Hist: of Civilization in Europe 3d Lecture

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took shape in goodly institutions. The city growth helped the ~~federation~~ growth of liberty. Civil liberty in Spain than in her sister nations. Cities & towns became not merely centres of prosperity but guardians of freedom X

Then came perhaps the finest growth of free institutions in Mediaeval Europe. The Cortes of Castile was a representative body nearly a hundred years before Simon de Montfort called the foundation of English parliamentary representation at Leicester. * The Cortes of Aragon had gained yet greater privileges ~~at~~ earlier. Statesmen sat-

X Sempere Historia des Cortes d'Espagne
* Prescott Ferd & Isabella Introduction p. 48 Chapt. 6

in them — Statesmen who claimed Cortes for Monarchs and forced Monarchs to wear them. The dispensing power was claimed at an early day by Spanish Kings as by Kings of England: — but Hallam acknowledges X that the Spaniards made a better fight against this despotic claim than did the English. The Spanish established the Constitutional principle that the King cannot dispense with Statutes Centuries before the English established it & by the trial over Struan of the Stuarts

Many sturdy may-

X Hallam Hist. of Middle Ages Vol 2. p. 30

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was generally accounted fruit. of that early English boldness for liberty; are of that earlier Spanish period "no taxation without representation" was a principle asserted in Castile long often and to good purpose - In de Aragon no war could be ~~made~~ declared, no peace made, no money coined without consent of the Cortes [x]

The "Great Charter of Saragossa" gave guile as many and guile as important liberties to Aragon as were wrested from King John for England - in the

Robertson, Introduct to life of Charles V Section 3; also Prescott

same century.

Such is a meagre sketch of the development of society at large. As regards the other development - which goes to produce civilization - the development of individual character the Spanish peninsula was not less distinguished In its line of monarchs were Ferdinand III Alfonso X James II and Isabella; — in its line of statesmen were Ximenes and Cisneros - worthy predecessors of that most daring of all modern statesmen Alberoni. The nations reduced to in a noble line of poets and men of letters [x]

[x] What an effect this early liberty had in stimulating thought can be seen in a few moments by glancing over the pages of Prescott's History of Ferdinand & Isabella

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Still more important than
these brilliant qualities was the
tone of the ~~Castilian~~ people at large
they were tough and ~~honest~~ manly.*

No doubt there
were grave national faults. Rich
- national and individual - lin-
- stantly endangered quiet. ~~The~~ Blind
submission to Ecclesiastical authority
was also a fearful source of evil!
— Yet, despite these, it is impossible not to be convinced ~~that~~ on a careful reading of Spanish history, that the influence which tore apart States, — which undermined ~~corroded~~ good institutions - which depraved

* For some statement as to Characteristics of Spanish peasantry in Doblado's Letters from Spain Letter #2 Hardy.

Justice - which disheartened effort - which prevented resistance to encroachments of Ecclesiasticism and Despotism — may which made such encroachments a necessity - came from the Nobility

The Spanish Nobility had risen and become strong in those long wars against the intruding Moors — they had gained additional strength in the wars between provinces. They soon manifested necessary characteristics. They kept ~~the Kingdom of~~ Castile in confusion by their dissensions, - they kept ~~the Kingdom~~ Aragon in confusion by their anti foreign.

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mental habits.

Accustomed to lord it over inferiors they could brook no opposition, — hence all their influence was Anarchic! — Accustomed to no profitable labor of any sort their influence was for laziness and wastefulness; — accustomed to look on public matters as their ~~domain~~ monopoly they devoted themselves to carrying out plans of injuries and insults and plotting to avenge them.

Every Aristocracy passes through one and most Aristocracies through both of two historic phases

The first may

be called the Vitriolic, — the period of intense, biting, corrosive activity, — the period in which it grows fiercely into all institutions with which it comes into contact, — the period in which it decomposes all elements of stability.

In Spain this first period was early developed and long continued. Grandees and nobles bit and eat their way into the legislative system, — by brute force or they crushed their way through the Judicial system — by false claims ~~and~~ lengthy ~~lying~~ of Chicanery and bullying they often controlled

by the will of the late King had been deprived of a certain office; - he therefore betrays the Stronghold of Segorga ~~to~~ to the new King's enemies[x]. Don Alvaro de Lara ~~Don Alvaro~~ had caused great disorders by his turbulence. Queen Berengaria writes an account of it to the King. Don ~~Alvaro~~ Alvaro does not scruple to waylay the messenger, murder him and forge substitute for the true message a forgery containing an order in the Queen's hand for the King's murder[x]. - Of such warp and

[x] Mariana Hist of Spain
[x] Ibid.

woof is the history of the Spanish Aristocracy - of nobles whose boast was their chivalry

How is this to be accounted for? Mainly by the fact, I think, that the pride engendered by Feeling of over a Subject-Class lifts men above ordinary morality. If Common-place truth and vulgar good-faith fetter that morbid will-power which self-owning spurs; truth & good faith must be cast asunder

The next Characteristic was their section of a theory of State Treason and per-

Petual Anarchy.

Prescott calls this Whimsical; — he might more justly have called it frightful.

For this theory which they asserted, maintained and finally brought into the National Motion and Custom was, that in case they were aggrieved — themselves being Judges — they could renounce their allegiance, — join the bitterest foes of King and Nation — plot — & fight against their Country — deluge the Land in blood — deplete the treasury; and yet that the King should take care

of the families they left behind, and in other ways make treason pastime.

Spanish history is black with the consequences of this theory. Mariana drops a casual expression in his history wh. shows the natural result when he says. "The Castro family were much in the habit of revolting and going over to the Moors"[x]

The absurdity of this theory was only equalled by its iniquity.

For it involved three ideas absolutely fatal to any

[x] Mariana Hist of Spain XIII. 11.

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State;— the right of peaceable secession,— the right of judging in their own cause and the right of committing treason with impunity. How any nation which does not, when stung by such a theory through it and stamp the life out of it is doomed

Spain did not grapple with it — she tampered with it — truckled to it — compromised with it.

This nursed another characteristic in her nobility which is sure to be developed always under

like circumstances. This characteristic was an aristocratic inability to appreciate concessions.

The ordinary sort of poor statesman which afflicts this world, seeks the assumptions and treasons of a man-mastering caste by concessions. The commercial and manufacturing classes love peace and applaud concessions. But concessions only make matters worse. Concessions to a caste band upon tradition of oppression are but fuel to fire. The more privileges are given, the higher

flages of pride - and pride is one of the greatest causes of its vicious activity. Concessions to such a caste are sure to be received as tributes to its superiority. Such Concessions are regarded by ~~them~~ it not as favors but as rights.. and no man ever owed gratitude for a right.

There remained then but one way of dealing with it ~~and~~ that was by overwhelming force, - and at the end of the fifteenth Century that force appeared. The encroachments upon regula

Central government produced the same results in Spain as in the rest of Europe at about the same time

To one not acquainted with previous history, but looking thoughtfully at the fifteenth Century, it must seem strange that just at that time, - as by a simultaneous and spontaneous movement, - almost every nation in Europe consolidated power in the hands of a monarch. In France, in England, in Italy as well as in Spain you see institutions, Liberties

[redacted]

franchises, boundaries, sacri-
fices freely to establish despot-
isms. Tow in Henry VII in
England. Louis XI in France
Charles V a little later in
Germany & Italy. - Ferdinand
and Isabella in Spain - al-
most all utterly unlovely
and unloved allowed to
build up despotisms in all
cases Severe and in most
cases cruel - why? Because
the Self-owning caste had
become utterly unbearable -
because one Grant is better
than a thousand

Then the Spanish

nobility went into into the
kept-phase. Ferdinand, Charles
the Fifth, Philip the Second, three
of the harshest tyrants known
to History having crushed out
the boldness and Enterprise
of the Aristocracy, it passed
from what I have called
the heroic, into what might
be called the narcotic period.

A period
this was in which the nobles
became an agent in stimu-
lating all evil tendencies in
the Monarch and in stupe-
fying all good tendencies
in the people. The caste spirit-
Aristocracy

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was a drug infused into the body politic rendering inert all it powers for good. Did Charles the Fifth insult and depose Ximenes - the nation sleepily permitted it! did Philip the Second lay bigot-plans which brought the King down to ruin the nation gaily clamored upon him for it! — did Philip III and his successors allow the nation to sink into Contempt - there was no voice to raise it. Do you say that

* There probably never lived a prince who during so long a period, was adored by his subjects as Philip II was" Buckle Vol 2/2 This explains the popularity of Henry VIII of England better than all Froudes volumes as able as they are

this resulted from Ecclesiasticism? I answer that the main reason why Ecclesiasticism became so strong was because it sheltered the lower class from the Exactions of the Aristocracy. Do you say that it resulted from Despotism? I answer that Despotism became absolute in order to save the nation from the turbulence of the Aristocracy.

× All this Examination into aristocratic agency in Spain's decline is left out of Buckles Summary: the frauds attributed to Ecclesiasticism + Despotism: but the unprejudiced reader will I think, see that this statement is supplementary to that. In no other way can any man explain the fatality of the Spaniards in throwing away their old Liberties

No single despotism - either in Church or State - could by itself have broken that well-knit system of old Slavish Cities. It was the growth of an oppressive Caste. Who by their Spirit of dissension made despotism possible. and ~~who~~ by their Spirit of turbulence made it necessary.

XIV

The next nation in which I would trace the working of a Caste with tradition of oppression is Italy.

Man-owners had Cost Italy dear already. Roman ~~slave~~ serf-culture had with-

ered all prosperity in the Country; Slave Service had eaten out all manliness from the City.

It is one of the most pregnant facts in history, - and one which so far as I know has never been ~~noticed~~ noted, - that whereas the multitude who have written upon the ~~downfall~~ Subject of the assigned innumerable causes for the decline and downfall of the Roman nation - not one of any note has failed to name as a ~~leading~~ cause, Roman ~~Slavery~~ slavery.

As to other causes they disagree - on this alone all agree.

The Philosophers

Montesquieu[1] and Gibbon[2], - the Economist - Sismondi[3] - the Doctrinaire Guizot, - the Republican Michelet[4] - the Eclectic Schlosser[5] - High Tory Alison[6] - moderate Merivale[7] - democrat - Bancroft[8] - quasi Conservative + quasi Liberal Charles Kingsley[9] - which apart - as the books on all else agree to name as a cause of Roman ruin the System of fraud & Labor after But - the

1 ~~English translation of the~~ Grandeur et Decadence des Romains - English translation of 1784 - pp 109:10 - Compare also L'Esprit des Lois Liv. XIV Chapt. 1.

2 Decline and Fall of Roman Empire Chapt. 2.

3 Fall of Roman Empire Last part of Chapt. 1

4 Histoire de la Civilisation en France 2me Degon

5 Hist. of Roman Republic Book ~~III~~ Chapt. 1.

6 Schlosser Weltgeschichte für das Deutsche Volk Vol 4. XII. 1. Essays Vol III

7 Essay on ~~Roman Decline~~ the Fall of Rome p. 445

8 Hist. of the Romans Vol VIII pp 480-81

9 ~~Vacant~~ Bancrofts Miscellanies

10 The Roman & the Teuton - Lectures delivered before the University of Cambridge p. 20

Roman downfall the struggle of Italy with her upper castes seems singularly fortunate. At an early day her cities, by commerce became rich and strong. Then in the natural course of things - first - free ideas - next - free institutions - last - won after the nobles to make them respect these ideas and institutions. The war of municipalities against nobles was successful. Elsewhere in Europe cities sheltered themselves behind lords, - in Italy lords sheltered themselves in cities, Elsewhere the Lord dwelt in the Castle above the City; - in

...ficial caste — whose main occupation is to brood over ways and to hatch revenges, — and [illegible] dissension between that state and it's sister states speedily. To such men every increase of a sister state is cause for suspicion — every betterment cause for quarrel.

But — you know more than that. [illegible] such circumstances dissension is always followed by disintegration. They are two inevitable stages of one disease. In the first stage the idea of country is lost; — in the second the idea of govern-

ment is lost, — disintegration is closely followed by anarchy and despotism has generally been the only remedy.

To Italy in this Dowling / strait despotism was the remedy. Dissension between all Italian Republics was followed by disintegration between factions in each Italian City. A multitude of tyrants rose to remedy disintegration — a single tyrant rose above all to remedy dissension.

These were welcomed because they at least mitigated anarchy. If a

Visconti or a Sforza was back at Milan he was better than a multitude of Grants. If the Scala were severe at Verona they were less severe than the crowd of competitors whom they put down. If Rienzi was harsh at Rome he was milder than the ~~down~~ ferocious struggles of the Colonna and Orsini, — if the Duke of Athens was at once contemptible and ~~Cruel~~ terrible at Athens he was neither so contemptible nor so ~~Cruel~~ terrible as the Lords of the Cerchi and Donati.

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And when at last Charles the Fifth crushed all these

seething Polities into a Compact Despotism — that was better than dissension, dissolution and anarchy.

This Compression of anarchic elements ended the Feudal period of Italian Aristocracy, but it brought on the Narcotic period. It was the most fearful reign of Cruelty debauchery and treachery ~~was not seen~~ between the ages of Intellect and Despair. The ~~Visconti~~ + murders among ~~Sforza~~ debaucheries of the Borgias and later Medici and so many other leading families were but types of what this Second phase

of an oppressive aristocracy must be.

For the domineering Caste-Spirit, unmediately on its repression, breaks out in cruelty. This is historical, and à priori thought will show you that it is logical. The development of the Chivalric noble into the cruel Seducer is very easily traced

Given such a Lording breed to keep the peace and you have a character which if it resigns itself settles into debauchery — which if it resists flies into plotting. Now both the debauchee

and the plotter regard bodies and souls of inferiors as mere counters in their games. — hence they must be cruel [x]

I turn now to another nation where the self-mastering Spirit wrought out its fearful work in yet a different manner and on a more gigantic scale, — in a manner so brilliant that it has dazzled the world for centuries and blazoned its deeds as virtues — on a scale so great that it has sunk Art, Science

— — — —

are brave, hardy and, as you have seen, free, Equal and allowed more rights than the citizens of any republic before or since*

But - Come now this magnificent body - stretching over these vast plains beyond eye-reach. Tear yourselves away from the brave show - the flash of jewelled sabres, and Crosiers - the glitter of gilded

* For examples of the brilliant side of Polish history presented, and dark side forgotten see Chodzko - la Pologne Historique Monumentale et Pittoresque. For fair short summary see Alisons Essay and his Chapter on Poland in the History of Europe - the best Chapter in the book. The main authorities I have followed are Rulhiere & Salvandy.

trappings, - the curvettings of noble horses between seas of silk and banners of gold-thread. Go out into the Country from which these splendid peasants come.

Here is in deed a revelation! Here is a body of men whom History has forgotten. Strangely indeed - for it is a body far larger than that assembled upon the Plains of Vola. There were, perhaps, a hundred thousand; here are millions. These millions are Christians, but they are wretchedly clad & housed with Labor. They are indeed stupid, - unexcept. - de-

graded - often knavish, — but they love their country, toil for her, suffer for her.

To them in time of national struggles all the honours, — to them in time of national triumphs none of the honor.

These are the serfs of those brilliant beings — prancing and caracoling and flashing on yonder plain of bolo — to the applauding universe

Evidently there, there has been a mistake here. History and Poetry have forgotten to mention a fact — extremely important

The people of

Poland are often all not free — not equal. The voting is not voting by the people. Freedom and the suffrage are for serf-owners, — equality is between them.

No one can deny that in the governing class were many, very many noble specimens of manhood — yielding ease and life for ideas — readily.

Emperor Henry the Fifth of Germany had tried to overcome them by war. When the Polish Ambassador came in his presence. The Emperor pointed to his weapons and said. I could

not overcome your hostility towards them", — then pointing to an open chest filled with gold, he said "but I will conquer them with this" The Ambassador wore the chains and jewels befitting his rank. Straightway he takes off every ornament and flings all into the Emperor's chest of treasure.

Yet the ~~majority~~ multitude of such men could not have averted ruin. Polish history proved it day by day.

It was not that these nobles ~~upper caste~~ were especially barbarous — it was not that they were effeminate

It was simply that they maintained one caste above another — allowing a distinction in civil and political rights. The system gave its usual exquisite fruitage of curses

First in the material condition. Labor and trade were despised. If in the useful class a genius arose, the first exercise of his genius was to set himself out of the useful class. Labor was left to serfs; trade was left to Jews. Cities were contemptible in all that does a citizen honor. The villages were huddles of huts. The idea that

their towns are hives, and their country districts gardens.

Next, as to the Political condition

A man-hating caste necessarily develops the individual will morbidly and intensely. The most immediate of political consequences is, of course, a clash between the individual will and the General will

Trouble then breaks forth in different forms in different countries. In Spain we saw it take shape in Secession; — in Italy we saw it lead to fearful territorial

dismembered remains. Of all Called Civilized Countries, Poland seems to day, the materially, the most hopeless.

It may be said that this results from Russian invasions; — but it was so before Russian invasions. It may be said that it results from Russian oppression — but the peasant districts of Russia are just as much under the Czar and they are thriving. It may be said that Poland has been wasted by war. But Belgium & Holland and the Rhine Palatinate have been far more severely wasted. &c.

* Personal observations

discontented than a legal way to set their country on fire" x

From the Political causes I have named logically flowed another.

In that perpetual Anarchy some faction must be beaten. But a class with traditions and habits of oppression is very different when beaten, from a society swayed by manufacturing, commercial and legal interests. These last try to make some arrangement: they yield and fit themselves to the new conditions. They are

x Salvandy Vie de Jean Sobieski Vol. I p. 115

anxious to get back to their work again. But a class with habits of domineering has its own peculiar pride to deal with. It has leisure to brood over defeat; to volume over lost advantages — to fret over lost confederation; — and you generally find it soon plotting more insidiously than before.

So it was with Poland. The beaten faction did what fighting aristocracies always do when fearful of defeat or embittered by it. — The wisest thing they can do, — and the most dangerous, — they in

tigued for foreign intervention

Of all things this is most fatal to nationality. Going openly over to the enemy is bad; but intrigues with foreign powers, more hostile by interest and tradition, are unutterably vile

Yet there is a class not a nation where ~~theocracy~~ governing separate and distinct right is violated - where such intrigues have not been frequent. More than this, such intrigues have generally been timed with diabolic sagacity.

The time chosen is generally some

national emergency — when the nation is writhing in domestic misfortune or battling desperately against foreign foes. The Spanish nobles chose their time for foreign intervention intriguing with the Moors, when the Spanish nations were in the most desperate struggle,—not merely for temporal power but even for the existence of their religion. In France the nobles chose such periods as those when Richelieu was leading the nation against all Europe and a large part of France. ~~Lied~~. In Poland the nobles chose the times when the nation was

struggling against absolute annihilation X

History, to our mind blinded by Polish bravery is clear here. The real authors of the partition of Poland were Fred. Frederick of Prussia and Maria Theresa of Austria and Catherine of Russia, - but those proud nobles who drew surrounding nations to intervene in Polish politics

The Social con-

X The effects of Polish anarchy at home and intrigue abroad are ~~given~~ pictured fully in a few simple touches in the "Journal du voyage du Boyard Cheremetieff" (Bibliothèque Russe et Polonaise) Vol IV. p. 13

dition was also affected naturally. Poland went into the inevitable narcotic phase. Her Court during the reigns of the later kings was a bestial and her nobles a worthless crew.

What followed was natural. When the light of the last century streamed in upon this corrupt mass, Zamoiski and men like him tried to purify it, - to enfranchise the subordinate caste, - to work reforms. The Polish Republic refused. Then Providence began a work radical and terrible

It ~~was~~ said

to see them brave citizen-nobles crushed beneath brute force of Russians and Austrians and Prussians. But it was well. Ere Alexander the First would have done, ere Alexander the Great has done – more good for Poland than ages of citizen serf-masters flourishing on the plains of Polo.

M Addas

The next nation to which I direct you is France

Of all modern aristocracies hers has probably been the most hated[x]. Guizot, in some re-

[x] To understand the for causes of this deep hatred see Monteil Hist: des Français des divers états. Epitre

flects it- apologist., confesses this, Eugénie de Guérin – the moral-angelic soul revealed to this age – herself of noble descent – declares that the sight of even of a ruined château made her shudder[x], but- all that history – rich as it- is in illustrations of the noxious qualities of an oppressive aristocracy I will pass – save as it- presents the dealings of Statesmen with it- – their attempts to thwart it- and crush it-.

A succession of monarchs and statesmen Repl-

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[x] St Beuve Causeries de Lundi St-Beuve Causeries de Lundi. also Matthew Arnolds' Essays. and

up these attempts during centuries. Philip Augustus, Louis VI and Louis VII, Suger Finger. St-Louis. Philip the Long all wrought well at this.

The great thing to notice in that mediaeval French statesmanship is that they attacked the domineering castle in the right way. Every victory over it was followed not merely by selling serfs per cut by giving them civil rights and, to some extent, political rights. When one of the Kings I have named gave a charter of Community he did not merely make

the serf a nominal freeman, — he also gave him rights and thus wrought — him into a bulwark between the Central power and the rage of of the former master X

So far all was good. The great difficulty was that none of these monarchs or statesmen obtained physical force enough to enforce this policy throughout France. It was making confined to towns.

But in the middle of the Fifteenth Century came the most persistent man of all — Louis the Eleventh. He gained power through

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X Guizot. Civilisation en France 19me Leçon
also Hüllmann's Städtewesen des Mittelalters bol 3 Chapt: 1

out the kingdom. If a noble became turbulent he hunted him; if this failed he entrapped him. Cages, dungeons racks gibbets he used in extinguishing this sort of political vermin, — and he used them freely and beneficially

His Justice seems
Our weak
Cruel. The women of both sexes with whom the tears of a murderess moisten outweigh the sufferings of a crime-ridden Community with think so. It was really merciful Louis was probably a scoundrel, but he was not a fool, and he saw that the greatest cruelty he could commit would be to make concessions and try to win over

the nobility. His hard, sharp sense showed him, what all history shows, — that an oppressive caste can be crushed, — but that bridled and persuaded it cannot be.

But he forgot one thing and that the most important. Merely to defeat an aristocracy was not enough. He forgot to provide guarantees for the lower classes — he forgot to put rights into their hands which should enable them forever to check and balance the upper class when his hand was removed. You see that his mistake is

just- the reverse of that committed by previous Statesmen.

Of course

When, after the death of Louis France relapsed into her old anarchy. Occasionally a strong King or City- got- a curb upon the Nobles; but in the main, it was the old bad history with variation ever more and more painful.

Over a hundred years more of this sort went by and the rule of the Nobles became utterly intolerable. The death of Henry the Fourth, in 1610, left on the throne a weak child

as King and, behind the throne, a weak woman as Regent. The Nobles wrought out their will completely. They seized fortifications, plundered towns, emptied the treasury, dominized over the Monarch and impoverished the people. Curiously enough, too, to one who has not seen the same fact over and over in history. The Nobles, during all these years, were declaiming and bewailing and whining over their grievances and want of rights.*

Compromise

after compromise was made

* For these preposterous complaints & claims see the Cahiers de doléances quoted in Sir James Stephens' Lectures

against the aristocracy

It is wonderful! Great men — fighting single handed against thousands — clear in foresight and insight — quick in planning, bygones in executing, — finding every path to advantage — hurling every weapon, missile, — seeing everything, — daring everything, — except that one simple broad principle in statesmanship which could have saved France from anarchy then and from revolution afterwards.

Napoleon — Talleyrand. A great lesson and a plain

one. Diplomacy based on knowledge of the ordinary motive of ordinary men is strong, — statesmanship based on close study of the interests and aims of States and classes is strong! — But there is a diplomacy and a statesmanship infinitely stronger. Infinitely stronger ~~and~~ than diplomacy and statesmanship whose master is a heart, — a heart with an instinct for truth and right; — a heart with a faith that on truth and right alone can peace be fitly bidded.

Yours ever.

Blaise Pascal with his deep

instinct for Italian liberty and unity - Your
Cromwell, Lincoln, with his deep
instinct for American liberty and
unity - are worth legions of com-
promise builders and conciliation
mongers.

Mazarin delivered
France into the hand of Louis
XIV, and Louis bought them
permanently into the narcotic
phase. He stupefied them with
sensuality, - attached them to his
Court, - made his palace the
Centre of their ambitions, - gave
scope to their fancy, by setting them
at fine-drawing and framing and
fizzling - gave scope to their
activity by keeping them at gam-

bling and debauchery, - weaned
them from turbulence by stimulating
them to discredit their bodies and
to debase their souls[X]

The Central power
was thus saved, - the people -
went on suffering as before.

Under the
Regency and Louis XV the
nobility went from bad to worse
Their scorn for labor made them

[X] For samples of the moral debasement (Calibre) of the French nobility under this regime - see case of Baron de Breteuil (Baron de Breteuil) who believed that Moses wrote the Lord's Prayer. Bayle St-John's translation of St-Simon vol 1, p 175

For samples of their moral debasement - see case of M. de Vendome (Ibid) vol 1, p 187

despise not- merely those who toiled in Agriculture and Manufactures - it led them logically to openly neglect- and secretly despise professions generally thought the most honorable. When Racine ridiculed Lawyers[1] ~~[illegible]~~ when Moliere ridiculed Physicians[2] and Scholars[3]* they but- yielded to this current: wise men saw the danger. Laws were passed declaring that Commerce should not- be derogatory to nobility, the Abbé Coyer wrote a book to en-

Les Plaideurs
1 In Les Plaideurs
Le Medecin malgré lui
2 In Le Medecin malgré Lui and other plays
Le Marriage Forcé
3 In Le marriage Forcé

tice nobles into Commerce. It had a captivating frontispiece representing a nobleman elegantly dressed going on board a handsome merchant-ship[×] All in vain. The self-mastering traditions were too strong. The Revolution comes. The nobles stand out- against the entreaties of Louis XVI - the statesmanship of Turgot, the financial skill Calculations of Necker - the keenness of Siéyes - the boldness of Mirabeau. The very existence of France is threatened; but- they have ruled, as nobles always do, their substitute for

× La Noblesse Commerçante
La Noblesse Commerçante London 1756

patriotism. — they stand by their order. Royalty yields to the third Estate — the Clergy yield — the nobility will not.

They are at-last scared into momentary submission to ~~the Spirit of~~ right and justice and the Spirit of the Age. On the memorable fourth of August they renounce their most hideous oppressions

~~But~~ Trust woe to the nation which takes Yes for the word of an oppressor casts habituated to oppression

Woe is no

End of patriotic speeches by these converts to liberty. The burden of all is the same. They are anxious to give up their oppressions, — it is of no use to struggle longer, — they are beaten — they will yield to save their [illegible] [illegible] [illegible]

Forts et l'effusion de sentiments généreux) - one to very important thing has been forgotten. The the Nobles forget to give and the people forget to take. - Guarantees [X']

woe to the people who trust merely the word of an upper caste habituated to oppression! woe to the statesman who do not at once crystallize such promises into constitutional and legislative acts!

These words strongly re.

X' Buchez + Roux
Buchez + Roux Vol 2 p. 231

getted their concessions and sought to evade them. The aristocrats whom they represented [2] ~~shortly repudiated the concessions~~ soon and denied the right of their deputies to make these concessions and, soon after, repudiated them [2]

When you speak of How could it be otherwise? concessions by a Caste habituated to oppression You do not mean that they easily sensible, give away a tangible thing and that that is the end

1 Mignet - Vol 1

2 Histoire de la Revolution Française par Deux Amis de la Liberté
par Deux Amis de la Liberté Vol 2 p. 228

of it — not at-all. You mean that they give up old habits of thought — habits of action. You mean that every day of their lives thereafter they are to give up a habit or a fancy or a comfort. No more promises of theirs to do this can be trusted. There must be guaranties & fixed immutable — bedded ~~and~~ into the ~~by~~ Constitution — ~~Clauses~~ clamped into the laws. That is ~~Statesmanship~~ same anchoring of liberties, ~~is~~ and not "traus ports de l'effusion de sentiments généreux" is Statesmanship.

These Con

cessions were not. Thus secured. The old habits of oppression again got the upper hand. The upper Class became as hostile to Liberty and peace as ever.

Then thundered through France the Revolution. It must come! — that great and good French Revolution which did more to advance mankind in ten days than had been done politically in ten centuries, — which cost few lives to establish fixed principles than the Grand Monarque had flung away to gratify his whimsies! The right hand of the

Almighty was behind it.

I refuse at the will of English Tory historians to cancel more over the sufferings of ~~Scotland~~ France that heroic cycle of ~~Scotland~~ brought upon themselves during those three years, than over the sufferings they brought upon the people during three times three centuries. ×

The great-

× Any American whose ideas have been wrested topsy-turvy by Alison can satisfy himself of the utter inability of an English Tory to write any history involving questions of liberty by simply looking at Chancellor Kent's notes attached to the chapter on America in the American reprint of Alison's History of Europe.

thing was now partially done which Louis XI and Richelieu had left entirely undone. The lower class were not merely freed from serfdom; they received guarantees of full civil rights. ×1

So far all was well but at another point the Constituant Assembly stumbled. They were not bold enough to give full political rights. They thought the peasantry much debased by too ignorant. to

×1 Constitution de 1791 Titre Premier

long servitude to be entrusted with political rights — therefore they ~~were~~ denied them [*] and invented for them "passive citizenship".[X]

It was skillfully devised but more than fatal. The denial of political rights to the enfranchised was one of the two great causes of the destruction of the Constitution of 1791 and of the inauguration of the Reign of Terror.

Political rights could not be ~~given~~ refused ~~had to be given~~

[X] Constitution de 1791 Titre III Sect. 2 Art. 1.

~~for~~ long. As they could not be obtained in peace the great necessity never attained France rest until it gained them by long years of bloodshed and ~~years~~ of Anarchy. Revolution after Revolution has failed of full results — Dynasty after Dynasty has failed to give quiet until a great statesman in one or two turns. Napoleon III has been bold enough to make suffrage universal

But whatever the first French Revolution failed to do it failed to do, mainly by lack of bold faith in giving political rights; — whatever it did — succeeded in doing

ed-this

It is true that the Earl of Pembroke and the Barons of England led the struggle for Magna Charta; — it is true that the Earl of Leicester and his associate barons summoned the first really representative Parliament.[x] — it is true that Bacon and Raleigh and Russell suffered martyrdom at the hands of tyrants. It is true

— — — — — — — — —

[x] Creasy Hist of English Constitution — Sub- of Leicester Parliaments &c
Hume says, in that it was in the intention of reducing forever both the King and people under the arbitrary power of a very narrow tyranny which must have terminated either in anarchy or in violent usurpation & tyranny — Hist of England Chap I. III

Moreover that English nobles have not generally been so turbulent in what I have called the bibliolic period — nor so debased in the narcotic period — as most other European aristocracies. They were, indeed, very violent in the wars of the Roses — many of them were very debased under Charles the Second and again under the first and last Georges — and it is quite likely will be again under ~~that very unpromising heir~~ that very unpromising ruler Albert Edward. who seems developing the head of George Third and ~~the beast of George Fourth~~

the heart of Europe the Fourth[x] Estate
— but they have never been so quiet
violent or debased as the Continental nobles at similar periods
But all this, so far from weakening the thesis I support strengthens it: — may clenches it.

For the nobility of England, less than any other in Europe, was based upon the oppression of a subject class. From the earliest period when Law begins to be established in England we

[x] Perhaps do the last two Georges injustice. Neither of them would have insulted men of letters and Science as the Prince of Wales has several times done recently

find that the Serf-System begins to be extinguished. The Courts of Law quickly adopted and steadily maintained the principle that in any question between Lord and Serf the presumption was in favor of the inferiors right to Liberty rather than the Superiors right to property[x] The whole current of that way and we find growing in England that middle Class, — steady and sturdy by the possession of Rights — which won Agincourt and Crecy

[x] Creasy Chapt. IX

Marston Moor
and Naseby and Worcester* —
— which made her country a garden
and her cities mart for the world.
X

It is
because England had so little
of a self-ruling caste in her history
that she has been saved from
so many of the calamities
which have befallen other nations

And
there is another great difference
between England and other na-
tions — a difference of tremendous
import. She has not stopped

X Fischel
~~Hotel~~ on English Constitution Ch. I §§ 9
De Lolme + 11
also Stephens' edition of De Lolme

after making her ~~#~~ lower classes
nominally free — She has given
them full civil rights and
a constantly increasing share
of political rights, — then
she has made them guardians
of freedom. This is the great-
reason why her nobility have
not destroyed her. This enfran-
chised class has been a barrier
against aristocratic encroach-
ment.

And yet in so far as the
upper caste of England have partaken
of traditions and habits of oppression
they have deeply injured their
country. Not a single great-
modern measure which they

have met bitterly opposed.

The Repeal of the Corn Laws, — the Abolition of the Test, — the Reform Bill. — the Improvement of the Universities, — these and a score more of great measures mean as important they have fought for the last.[X']

To them is due that grasping of lands which has brought so much misery on the working class[X²]

To them is due that cold blooded dealing with La Fayette and Bailly and other

[X'] For best account of these Constitutional History

[X²] See Kay Social Condition of English People

patriots of the French Revolution — which finally resulted in the Brunswick manifesto and the Reign of Terror

Cunningham To them and their followers is due that most stupid crime which any nation ever committed in its foreign policy — the bitter, coward hearted injustice toward our own Republic in its recent struggle

This is what the remnant of Pastist spirit in England has accomplished, and it is only because it has not been habituated to opprobrium by long owning, and because it was held

in check by a lower class possessing civil and political rights: that it was not frightful in turbulence and debauchery.

So stands Modern History as it bears upon the Thesis I have proposed.

It shows a man-mastering caste, even when its man-mastering has passed from a fact into a tradition, to be the most frequent foe and the most determined with which nations have to grapple. By its erection of a substitute for patriotism it is of all foes the most intractable,

by its erection of a substitute for political hierarchy, the most deceptive. — by its process to dismemberment and disintegration the most bewildering. — by its habit of calling in foreign for the intervention of foreign powers the most dishearkening. — by its morbid sensitiveness over pretended rights the most watchful, — in its unscrupulousness the most determined — by its brilliancy the most powerful in cheating the world into loyalty.

But History gives more than this. To the Thesis I have advanced it gives

as you have seen a Corollary
Having shown what- foe to
right- and liberty is must- vigorous
and vigilant, it shows how that
foe can be conquered and
permanently dethroned. The lesson
of failures and successes in the
world's history points to one course
and to that alone

Mere conquest-
cannot- do it- ~~A~~ Spasmodic
severity cannot- do it- Wheedling
of ~~the~~ material interests, orating
of ~~the~~ patriotic interests cannot- do
it- History shows just- one
course. First- the oppressive
caste must- be put- down

at- no matter what- outlay of
blood and treasure, — next-
it- must- be kept- dethroned
by erecting a living growing barrier
against- its return to power, and
the only way of erecting that
barrier is by ~~enforcing~~ guaranteeing civil rights
in full, and political rights
at- least- in germ to the sub-
ject- class

Herein is written the
greatness or littleness of na-
tions, — herein is written the
failure or success of their great-
struggles. In all history there
be the great- nations which have
boldly grappled with political

dragons — and not only fought them down but kept them down.

The work of saving a nation from an oligarchy then is two fold. It is not finished until both parts are completed. Nations ~~that~~ forget this at their peril. Nearly every great modern Revolution wherein has been gain to Liberty has had, ~~through forgetfulness~~ to be fought over a second time. So it was with the English Revolution of 1642. So it was with the French Revolution of 1789 and 1830. What has been saved by bravery has been frittered away by trickery. Nations have forgotten that vigorous

fighting to gain Liberty must be followed by sound planning to secure it.

What is this sound planning? — is it superficially ~~superficially~~? Not at all; it is the only planning which insures ~~entirely~~ on frank dealing ~~demands sincerely~~; — Is it based on Expediency? — not at all; it is based on Right. Is it centered in Revenge? Not at all; ~~it is centered in Love~~ its Centre is Mercy and its Circumference is Justice. It may say to the discomfitted offender, — You shall have Mercy, — but it must say to the unfranchised — You shall have Justice.

Acknowledging

Suger
this, Suger and the great
Mediæval Statesmen succeeded;
— ignoring this Louis XI, Richelieu and a
host of great Modern Statesmen
failed.

To keep the haughty and
turbulent caste of oppressors
in their proper relations, the
Central Authority in every
Nation has been obliged to
form a close alliance with
the down-trodden caste of workers.
If these have been ignorant
it has had to instruct
them, — if they have been wretch-
ed it has had to raise them, —
and the simple way, may

The only way to instruct and
raise them has been to give
them rights — Civil and political
— which will force them to raise
and instruct themselves.

But it may
be said that some subject
classes are too low thus to be
lifted, — that there are some
races too weak to be thus wrought
into a barrier against aristocracy.
I deny it. For history denies
it. The race is not yet
discovered in which the average
man is not better and safer
with rights than without them.

Thank you

Spirit is scotched — the
pile upon it a new fabric
civil and political righ
until the whole organism
soil is crushed forever

For this
Judicy alone speaks the whol
history of man, — to this Judicy
— d pledged all the
God

[redacted] Institutions of [redacted]

[redacted] all Questions which shall
[redacted] by the Speaker to withdraw in succession
[redacted] Order & Mode of debate. Which [redacted]
influence of Men or Constitut or Constitut. or
Under which Council have influence or
[redacted] Constitut. or Men
[redacted] matter for have Council made. Any
Subject [redacted] Exception to

Arg 1st by of the Institutions on Civil Liberty &
Defects of this influence - Objections answered
Superintendence & Direction of Laws
Inconsistency of Civil in Ways or. Unjust dangerous of
Unconstitutional. Objection as to influence of Men answered
Objection as to influence of Clergy answered.
A 2nd Way which the Institutes by Education - Occupation
transfer of Men and Shall be done accordance with
Principles of Natural Right.. This a new
Power Credit of France Germany. Royal Credit
Spirit Scotland &c
D 2nd Way which the Institutes by
Property shall not be blocked - or Spirit
Prop. Rights and of Farm Class in
Civil Society Unjust Unlawful Encouragement of Agriculture

The Andrew Dickson White Papers, Cornell University

Division - Each England subject to which the world have been
under a right system. ~~Each England~~ Each from One Country
ed- 2 different Towns (France) or two different Countries
ed- one from England + Flanders.

Argt 2nd Effect of these Institutions on Civilization himself
A which-third of the original
Fact Political influences
News into

Second Mental influence Educed- A by ~~books~~ Foreign Institutions Laws
" B by ~~Foreign~~ Existing Institutions Educations
Difference between an Independent
& slave Hand in Russia

Third Moral effect of A On Idea of Union & Union Laws
B on General idea of Morality
Read from Key

Fourth Political
Worth of such Institutions. I Morality over whole Country
One Duty A To Worship Them & Public Spirit
B To Protect them Ballot
" Bullet

Remark
You see which these three Institutions have
done for you which argue Them to do for them

The influence of these Institutions on the
Agricultural Interest
by exception to which an Agricultural
Lord. It was an old Subject of debate
"Which is greater the influence of men
in making ~~Laws~~ Institutions or Institutions in making
men." Without going into the discussion
~~Whether~~ as to which is greater. I think
Coldstream
I ~~may~~ assume that the influence
of Institutions in making & shaping men
is not less great than the influence of
men on Institutions ~~and~~

Many of these Cattle. Before them first
men come peopling built the Institutions of
this Country You have heard much
~~to~~ but of the effect of these Institutions
in making & shaping the men of to day I
have not probably heard so much. May say
the York I am to consider today in the light

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It has seemed to me that although 1½
you might have chid it better
I might have chid it better had it been
in my power to give practical expression
to my thoughts. yet that this is a
time. in this life of death & change
when it might be
useful to the Republic. that God has
these institutions for which the sons of
men have offered on. have they been built
so strengthened in protected as to
threaten what they are worth to
us. whether they ought to be cele-
brated or not. whether they ought to be
fought for or not

And first of all the institutions?
take hold of the soil. they act-
directly upon it. they bestow tokens
upon it. more valuable than all
the alluvium ever washed down
by the hills or mountains. they give
it qualities more valuable than any
chemical qualities given by the richest
sulphates & phosphates. they go to a
depth compared with which the
deepest plowing is as nothing. So
true is this action of institutions
for good that without them
all alluvium & chemical gifts
and deep plowing would be as nothing.
You say perhaps that this
is a mere figure of speech. and

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[illegible] flourish of Rhetoric. I tell 3
you boy. I am in good [illegible]
earnest. Do you say that the
institutions of a County have not
this power? I bid you look at
Spain at Portugal at Italy
at Russia at Turkey at
France & Germany. The soil is
rich the Climate glorious but
the people uncultivated and
you say the institutions
[illegible] Yes you are right
all of them. They want energy. About
the time of the birth of Christ the
Celt-Gaul described by Cæsar as
Gaul. I have not thought
[illegible] and examined a plough such 4
is now in general use and I find
it exactly the same form implement
for scratching the soil described 1800
years ago by the Roman poet
[illegible] But you [illegible] say perhaps that
the people of these countries are dif-
ferent-[illegible] So they are in many
and important [illegible] have made
them different. You know of Spain
& [illegible] So did they
the Egyptians who built the Pyra-
mids the Lombards who built [illegible] Italy the
Moguls who built [illegible] Hungary the
Franks who built France Key of
the same blood both the Spaniard from

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whereon he or having descended. 5
Along the Journey it is claimed
I assume that there on part of
the Side of here. Park when the Land
is for more debilitating than the tables
Lands of Plain or than the upper
or the right part of Iowa
or middle part of Maj
Along the Journey on there Land
on Institutions, or the main Cause
of difference - and I shall link
with you a Letter of the Effects of the
Political
A how the first fact - characteristics
of these Institutions (in the case of the
Slave) is that they bring into the
Whole Soil a fresh Energy fertility
Preparation of Natural Right. They
make Land in is divine & Sacred
transfer they the Laws of Natural

Right. They give that Speaking to the
Soil which if you wish to work today
You to work it to the best advantage
- a to Make it more fruitful than Working
Upon upon the Soil to the People or the
People Natural time of Natural right.
These institutions by Slavery First.
The Land Shall be divided to
Suit the needs of the Actual working
Body men of to day - and not to
Suit the whim Caprice of the dead
& decayed men of two hundred
Years ago
They Lay Right of a man by
Land & with her way. They way Upon / Lay
Now Simple as this is - to Suppose
that you think the People
for having it on a new Day - it
is one of the greatest things in

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own Institutions. It is a very
thing when the true Constitution of
Land by prescription for it. (in the
bottom of our constitutions) was found
the idea ~~was so~~ that Civ
Writers of Civil Law should
Cultivate the Land and Stanley. For
Ages in all the feudal Nations
the Feudal codes of Jurisprudence
Scotch. customs had been founded
in France until twelve years
after the Constitut was found. the
was the prevailing code. In Germany
it continued until ~~about~~ 1800
when it was nearly subjugated. and
in England it continues to this day
Hawthorn in his ~~work~~ book Elem

of land Estates the Duke of Sutherland
Lands and Scotland the — of

— Cy

1/3 of Scotland	Emerson English Traits	
held de	From Berwick Castle 1 mile 23	
descriptive	miles through estate of D of Cleveld	
Civil Law	Marquis of Headalbane 12 miles	
Hundreds	(no tree) in a straight line to	
of the Jam	the sea thro his own property	
Should go	D of Northumberland comes across	
from one	Scotland D of Dev crosses	
to the ow	Wales 8000 acres in Devon	
and in	D of Richmond 40,000 acres in	Cy
it could	Sussex 30000 in Lands. Duke	
held did	of Norfolk park in Surrey 15 miles	C
That- tow	in Circuit	
and a de	in 1786 sold and by 250 acres Cultivated Cy	—
has been	in 1822 by 32 acres	—
of the Catholic Council		—
		1.
		2

(Ruby) Universal Hist. of Scotland by Dr. Burg

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by another thing. If I have a piece
of land ~~which~~ which I wish
~~to dispose of~~ to sell and I
have many with which I wish to
buy it. I may make a bargain. I
~~I~~ institute by the theoretical &
practical. Now in most other countries
the institutes of it concerning a part
of the land theoretically - but not
at all practically - ~~Ireland~~.
The feeling of our institutes is to
render transfers of Real property easy
in most other countries they render such
transfers difficult. England has not
our system of recording. The law regarding
Real Estate is a jungle -
~~The effect~~ Contrasting with the

practical
typing of the
Papal Eff
take adva
skillful la
by which
the land.
is being
form as
in that
finds the
under cultiv
population
from other
flow in
the work-
Franc
But-

we under which
the [illegible] law
[illegible] of the deed to
[illegible]
[illegible] from land
[illegible] decided that the buying
the elder - for it has
[illegible]. how if it could be sold
who would attend it. But
an unwieldy piece so that
in with which to cultivate
the old can't describe it.
Now Mortmain dead hand
and hand the system
the Agricultural Economy
Council - Whether this is the best
Mortmain

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[14]

than he gives an account of the Peasants wars about the time of the Reformation and he says that a very peasant as he was about to be beheaded cried out "I am to die so young and but twice in my house I had a belly full — (a sober a full week supper Scotch pr Cotland)

The horrors of the peasant rebellion close to 1560 when the first Minister Stein Starkenberg died cruelly to relieve the poor people. Condition of Germany now

Look at France. Slavonian would seem to have been the rule. Slavonian rebellion characterize the history of every Century. Henry 10 in the 16th Century boasted that his highest wish was to see his least one a dog to his people. He succeeded that and we are sure his

[15]

successor did.

Down to the time of the French Revolution. The French peasants boot-licking enjoyed but 1/12 of their scanty savings. They live in ordering seasons obliged to eat boiled grass and bark: in seasons of scarcity they starved in multitudes. They starved within hearing of the revelry of the Palace of Versailles. Things are bettered now: but how wicked compared with the average comfort of an American farmers home

Look at England. Its debased has been the perfection of the Agricult. class in every form by that the common name for the Agricult. Laborer Villain has at last become the synonym for scoundrel or Criminal. How does it stand to day. The first Counties were one herded together in hovels

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for her comfortable and for her
Clean than the Peasantry of the
States - Pundits Switzerland
is easy if ever seen - The former
Class two is deteriorating. You may think
this an over statement. To convince you
let me read a few extracts from her
Keys book on the Social Condition of England
Extracts
Observations with attached

Such is the Material Condition
of foreign Agriculturists in the three
most civilized nations. Which is it here
to Struggle all our free States where
alone Real the Institutions have had full
Scope and which do you find. Any
Where. Such as I have depicted - Go out
upon any of the roads leading through

our Country districts. Where there one
I have taken a Stages through them
and Viewed them and the real Sleepy
Looks of the Stay of this Nation. The Log hut
Mud - Stone - ready to be discharged full
Mud from heaven - or on in many cases
the substantial tasteful home of Brick or
Stone - the fine fences - and Every appearance
proving that all is to grow Shabby instead
But - take the next the Inside of
Cabin of the Inhabitants or the
Upper

My friends let us do more of this)
Letter reads it

But take the influence of our
Free Institutions on the Material Condition
of the Cultivator. Now both in Every Farm
Intelligence or may be visited to the
is Educated. Even Pinkerton Mud - has
been with the assertion that many are

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Ind. I still assert that any person who can read Greek is better educated than having nine hundredths of all Civilization of the rest who can read Greek. For first of all, our Institutions Education Mr Alexis de Tocqueville in his wonderful book on Democracy in America tells the secret that the success of the ordinary pupils of the Public Schools lies in the fact that the Schools are Preparatory Schools for the Colleges & Universities. You can not find a boy without having faculty of Classical reasoning & therefore deficient in the principles of Logic & the Constitution of man - & therefore who is not called to consider Moral matters. For here the people learn to look after their own roads Bridges Schools Magistrates - there is not a Civilized Government hundreds of which depend entirely upon the

Moral Education.

In two or three which pass were passed under the name of Education. The Learning which is received in Schools Academies Institutions of Learning - the Glory of our Country Universities of Europe other Countries & Common Schools of our Country are equal - in England they are Endowments corporate. The Dame School where some old woman teaches a parcel child to spell and - his books is but a poor substitute from Common School

(Sixty years) he would take better school houses &c.

But take the best half of the Institutes on Moral Education - I know there is danger of Pharisaism here but there the Institutes proven their efficiency. Action which is said by doing of the boy

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to which very institutions in some other Countries have worked out fundamental moral principles. Same laws &c have destroyed the idea of Heaven & Town

Next let us call back again on the effect of the institutions of other Countries. Each institution separate the village of the soil from the ownership of the soil. Hence there is no motive for the peasant to enlarge his farm house or the condition of his people. This being a cramped condition I cannot dwell upon this at length but if you wish details you will find them in the book of the day. There you will find that in a great part of England & Wales, the cottages are so small as to afford but one room for all to live in night & day both Mothers - married sons & daughters grown up children & little children - Farm labourers and dairy women all herding

together like beasts. This is not to be wondered at when it is the fixed fashion created by the testimony of Clergymen members of high standing before Com. of House of Commons Of Course all the debasing shame & abject separate ranks from the lords - & so under the state of living

Political

Next perhaps least of the influences of the Institutes on the Political Condition of the Agricultural.

What has been the Political status of the cottagers - Everywhere this has been a condition of slavery or servitude in some degree. In France up to 1789 the Agriculturist had absolutely no rights. He was a serf and a wretched serf - but even the right to have property in his own person or to hold head in his own name - He was absorbed to the

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most-degrading Teachers. Examiners
Read the previous letter to. The Secretary of
War finished or had exhibited Alan Hoarder.
Boy undignified it in 1860 - but it still
Continues Task Enough. In England
or the Key says the Period is a Cipher
In her absolutely her Chance to Rise Now.
Here One Institution Say to Boy Man
Be patient a Man. Be a Citizen
not a Subject - Be as much Man
Other Work as Man can - You can
Love Yourselves
Board Studies

You see that which Other Institutions
Have done for You, Spread all - What-
ever - You return to be. 1st to Institute
Other 2nd to Robert the
You ought to Institute Other by

Show first that Man can be developed
to High a Point than or Elsewhere
Human Education. If a Son Show
Ability. Let that Ability have Scope
Let your Schools be of the Best.

2nd Is Public Spirited Let them
by Energy or Some how Lead him in
a Humane - to that Lay in Good
Roads & Bridges. Do not Let the Coun-
Stephen. Custom in Europe to look of Hors
to Poor Dead. Thomas felt Chi
Letter If by Lot in Poor Country
Great Blows. Then Reform the Land
Working Man who Wrought-under and
of Chaos. Who Hewed out Them Docks
Who Cleared them Fields: who Could
in Spite of Bad Them Foundations Civil
Religious ~~Do not Let~~ Be Worthy of

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and [illegible] the conscience [illegible] of
Conscience be obeyed.

My friends our Lord exhorts
which I have done so much for
established to others I have to do for
thing for them - The struggle I have
sorry one is for against them. I have
[illegible] - I have & I accept -
Let the great Apostle and Class
Lesson. His record is already noble
Let the exhortation be found. behind
it. I am an earthly. I to become
what Abraham I have for prayer
be all I am such. but there
I am sure to see I am a father
such as he found he from a

[illegible] I have [illegible] of
[illegible] - the [illegible]
[illegible] - I have
[illegible] shall have [illegible] - to the
life which is many [illegible]
is foolish in him - I a [illegible]
such as I am for eyes have lifted
for but which he I am to
the first to enjoy

6

~~Be~~ This Course will be valuable as combining the most ~~valuable~~ useful parts - practically, of the courses usually pursued in Colleges with a broader Course - giving the two sides of all the Real - Modern Languages and Literatures including our own. — and aiding the Scientific Student greatly in the Literature and Nomenclature of Science

4 "Combined Course Abridged" This will extend through three years. Its name explains its character.

7

3 Third General Course or "Classical Course". This will be nearly like the "First-General Course" with the option of Ancient-Languages for Modern. The aim will be to give the Student a practical Mastery of three Languages and some real acquaintance with their Literatures. And not to load him, instead, with scraps of doubtful Philology - German Pedantries, at second hand - the Metaphysics of the Subjunctive Mode or "Second Sunday" in General. Cicero will be preferred to Zumpt and Thucydides to Kühner.

* Above "Classical Course" ~~for which~~ to be [illegible]

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Gen. Ks Name explains
its Character. 8

6th "Scientific Course." This will extend through three years affording a special scientific preparation for either of the first four Departments in the "First Division" as named above. A special effort will be made to bring this department fully up to the needs of those three both by the course as adopted and by the terms elected to maintain it.

7th Scientific Course Abridged. This will extend through two years. Its name explains its

Character 9

8th "Optional Course" This is similar to that allowed American Students in the French & German Universities - also like the "Select. Course" at the University of Michigan - each which in both cases has been ~~a great~~ very successful. In this Course the Student on consultation with friends & the Official Instructors selects any three studies for which he may

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be fitted - from the whole range of studies pursued in the entire University - Following them up to such point as may be agreed upon and receives from the Governing Board of the University - at the completion of his work, a Certificate showing the point of the course he has taken.

Degrees Diplomas and Certificates

Degrees attested by Diplomas or Certificates will be conferred upon all students passing satisfactorily through any of the above named Departments or Courses. But it is thoroughly to be understood that no distinction will be made between the Courses extending through four years, as to the name, character or value of the degree or diploma. No difference in caste will be recognized between those taking one four years course and those taking another. ~~The degree + diploma will be the same~~. And the Trustees pledge themselves to use every effort to prevent any caste spirit in any department or course or connected with another

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12 Requirements for Admission

1 General Requirements-

All candidates for admission to any Department or Course must present satisfactory evidences of good moral character.

All candidates for admission to any of the ~~Courses~~ Special Departments in the "First Division" must be at least ~~fifteen~~ sixteen years of age. All candidates for admission to any of the Courses of the "Second Division"

13 must be at least fifteen years of age.

Candidates for advanced standing will be examined in the previous studies of the course which they purpose to enter, and if they come from another College or University will present Certificates of honorable dismission

Entering the University will be considered a pledge to obey its Rules & Regulations

Students entering the University

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upon receiving a Charter from the proper authority in the Corporate Municipality — also, in case of failure to keep such pledge, to enter the University and to remain absent until recalled by a vote of the Faculty.

Candidates for admission to any department a Course must have received a good common English Education and be morally, mentally & physically qualified to pursue to advantage the Courses of study to which they propose to give their attention *

Special Requirements.

1 For the Department of Chemistry.

In addition to the General requirements above Candidates will be required to show a knowledge of leading principles laid down in Elementary works on Natural Philosophy

* The same qualification as those required for admission to the Lawrence Scientific School at Cambridge, Mass.

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2 In the Department of Civil Engineering & Architecture, Building Engineering & Tactics; and Mining & Practical Geology. in addition to the General Requirements ~~and to the requirements for the Department of the Mechanic Arts~~. Candidates will be examined in the whole of Elementary Physics

3 For the "Combined Course" in the Second Division - in which Latin is taken as an Optional Study in place of one of the Modern Languages - in addition

to the General Requirements the Candidate will be examined in ~~Latin Grammar Caesar Comm. Cicero~~ Caesar's Commentaries, Cicero's Select Orations. Six books of the Aeneid and forty lines Graecae in Arnold's Prose Composition — Or in a Course equivalent to this.

~~Candidates who are deficient in Physics~~

For Candidates found to be of ~~good but not full~~ scholarship ~~who are deficient in Physics will be allowed to take a Preparatory~~ Course will be made

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(4" For the "Mid Especial Course
or "Classical Course". ~~The~~ an
examination will be made
similar to that for entrance the
first year at the existing Colleges
of the State.

Of Candidates imperfectly prepared

For Candidates found
to be of good mental quality
but ~~to~~ deficient in preparation
provision will be made
for special preparatory instruction
in a department separate
& distinct but under the control
& direction of the University Faculty

~~or secondary~~
~~For preparatory instruction~~
~~the College of Agriculture either~~
~~in Schools established for~~ such students
~~by private bodies~~ - until they
are fully competent to enter
the University - Students in
training to enter are urged
to give their main attention
from the time of receiving this
Circular to strengthening themselves
in a "Sound ordinary English
Education" such as can be obtained
in every good Public School
or Academy. Let their efforts
be laid out in perfecting them-
selves in the following Course

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Good health - good habits and a sound, thorough Education in the ~~ordinary~~ common English branches are then the requirements for admission - ~~In these~~ Every failure in institutions for higher education may be traced to a defect in one of these respects - On these as a basis the University builders etc'l to build a goodly superstructure.

Fees for Tuition 23

The fees for tuition to persons not exempt under the Charter as State Students - are ~~fifteen~~ ten dollars for each term - or ~~twenty~~ thirty dollars for the year. ~~There is no additional tuition fee~~ Neither incidental nor laboratory fees are required.

No distinction will be made between charges to students from the State of New York & from other States - Each ~~the~~ the part of the endowment - came originally from the State of New York but - from the Government of the United States &

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State.

In special cases of students of decided merit who are proven to be in great need a remission may be made either wholly or in part of tuition fees - such remission being rescindable as a loan - the student giving a note or so soon as he becomes able to pay them he shall become able after leaving the University. In all other cases payments for such tuition must be made in advance.

Students will be held responsible for any injury which may be done by them to University property

Payments for materials used in Laboratory practice

Chemicals and other materials used in laboratory practice will be charged to the student using them at actual cost price

"State Students"

In the original Act of Incorporation of the University is the following section:

"§ 5 The several departments of study in the said University shall be open to applicants for admission thereto at the lowest rates of tuition

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2 Consistent with its welfare & efficiency
and without distinction as to occupation
rank class ~~or~~ person, ~~location~~
or locality. "But with a view
to equalize its advantages to all
parts of the State the institution
shall annually receive students,
one from each assembly district
in the State, to be selected as
hereinafter provided, and shall
give them instruction in any or
in all the prescribed branches
of study in any department
of said institution free of any
tuition fee, or of any incidental
charges to be paid to said trustees

2 unless such incidental charges
shall have been made to
compensate for damages, heedless
or purposely done by the students
to the property of said trustees.
The said free instruction shall
moreover be accorded to said
students in consideration of their
superior ability and as a reward
for superior scholarship in
the academies and public
schools of this State. Said stu-
dents shall be selected as
the legislature may from time
to time direct, and until
otherwise ordered as follows:
The School Commissioners of

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28 Commissioners of Each County, and the board of Education of Each city, or those performing the duties of such a board, shall select annually the best Scholar from Each academy & Each public School of their respective Counties or cities as Candidates for the University Scholarship. The Candidates thus selected in Each County or city shall meet at such time and place in the year as the board of Supervisors of the County shall appoint, to be examined by a board consisting of the School Commissioner or Commissioners of the County, or by the said board of Education of the cities, with such other persons as the Supervisors shall appoint, who shall examine said Candidates, and determine which of them are the best-Scholars, and the board of supervisors shall then select thereupon to the number of one for Each assembly district in said County or city, and furnish the Candi-

29 dates thus selected with a certificate of such selection, which certificate shall entitle said Student to admission to said University, subject to the examination and approval of the faculty of said University. In making these selections preference shall be given (when other qualifications are Equal) to the sons of those who have died in the military or naval service of the United States; Consideration shall be had also of the physical ability of the Candidate. Whenever any Student selected as above described shall have been from any cause removed from the University ~~before the Expiration~~ before the Expiration of the term for which he was selected, then One of the Competitors to his place in the University from his district may be Elected to Succeed him therein, as the School Commissioner or Com-

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-missioners of the County of his resi-
dence, or the board of Education
of the City of his residence may
direct."

30

31 Under this ~~Act~~ the Superintendent
of Public Instruction will at-
an early day issue a Circular
defining the duties of School
Commissioners regarding the Exami-
nations under this Act- *
Working and making suggestions
as to the best manner of Con-
ducting them.

All Students presenting
themselves at the University
with a certificate such as above
contemplated in the section cited
- showing that after an Exami-
nation he has been adjudged
the "best Scholar" will be ad
mitted to any department or

Gal. 8

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Course for which he is fitted
32 and continued, for four years or so
as long as he shall profitably employ his time
in the University - free of all
matriculation fees - tuition fees - taxes
or any other payment for Tuition.

Rooms

Suites of rooms will be provided in the College buildings and near the grounds sufficient for the accomodation of about two hundred students. Each Suite in the buildings consists of a Study with bed room and Closets adjoining. They are large and convenient - with careful provision

33) ~~Open grates~~ for heat and ventilation and no study or bed room has been or will be constructed without direct communication with the outer light and air.

It is intended at the expense of the University to provide neat and durable furniture ~~that of the bedrooms to be of iron~~. The rent of rooms & furniture will range from seventy cents to one dollar per week according as a Suite of rooms are occupied by two or three students or by three. Rooms can also be

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obtained at reasonable rates with families in the town.

34

Board

Board can be obtained in the ~~town~~ village at from — to — per week. Rooms for board could be secured at a less price by the formation of clubs among the students. The University Steward will be authorized in such case to rent Clubs by the purchase of stores for them at wholesale & by securing rooms

Fuel

The direct communication with the neighboring ~~Coal~~ Coal mines

35

prices advantages in this respect. The University Steward will purchase Coal at wholesale and retail it to students at wholesale prices

Equipment of the University

Faculty

A resident Faculty will be in readiness which it is believed will command the confidence of all friends of advanced and diffused education. In addition to

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40

Student Labor and Practical Instruction in the Mechanic Arts

It is intended to erect workshops upon the University property where students under proper direction can have practical instruction in the Mechanic Arts. The first of these will be a workshop filled with the proper machinery for working in wood and iron in which students can labor at fair prices upon Agricultural implements and machinery in general and upon models for the University Collection of machinery & apparatus.

A accomplished artisan will superintend this work, and among the attentions of those seeking more who would qualify themselves, by scientific study, for the most responsible and remunerative positions, as master mechanics and superintendents of workshops, is work of this sort often inserted in the course of practical instruction.

during the first year 42 $50,
To the second in merit 20,
To " third " " 10,

To the most meritorious student in Chemistry as practically applied to Agriculture 50,
To the second in merit 20,

To the most meritorious student in Practical Mechanics & Physics 50,
To the second in merit 20,

To the most meritorious student in Modern History 50,
To the second in merit 20,

To the writer of the best English Essay 50,
To the second in merit 20,

To the students of the volunteer labor corps who contributed faithful to his other duties 90 [illegible]

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The establishment of the Cornell University is due to the Combined Bounty of the Federal Government and of the Hon. Ezra Cornell.

On the second of July 1862 Congress passed an Act with the following title donating Public Land to the several States & Territories which may provide Colleges for the benefit of Agriculture & the Mechanic Arts.

45

Under this Act thirty thousand acres for each of its Senators & Representatives in Congress were appropriated to each State and under this provision the share of the State of New York was Land Scrip representing 990,000 acres.

From the first the State of New York determined to cross the policy of scattering its educational resources and to concentrate this fund in a single institution worthy to bear a Commonwealth. Common sense and the very

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successful failure of the State of Michigan in scattering such a fund and her great success after Concentrating it - were Conclusive in favor of such a policy

Acting upon this idea the State first appropriated the entire amount of Land Scrip to the [illegible] College upon certain very easy conditions These Conditions being not Complied with the Legislature by Chapter 585 of the Laws of 1865 - following the same policy of Concentration - against much opposition and many attempts

to scatter the fund - reaffirmed its old decision to Concentrate by appropriating majorities in each House the fund, and gave the entire amount of scrip to the Cornell University - on certain Conditions of which the most important were that Ezra Cornell should donate to the Institution four hundred thousand dollars and that annually one Student should be received and Educated free of Charge for tuition from each of the one hundred and twenty eight Assembly Districts of the State - Such Student to be designated

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by a Competitive Examination to be conducted on a plan laid down in the Act.

Draw

At the first meeting of the Trustees thereafter the Council complied with the Conditions of the Charter by a Gift of five hundred thousand dollars in due form. He then made the additional Gift of two hundred acres of ~~land~~ Land with buildings as a farm to be attached to the Agricultural Department — the Jewett Collection in Zoology & Palaeontology which had cost him ten thousand dollars and five that time other gifts to the amount of twenty five thousand dollars.

Beside this the Council has expended about ~~two~~ two hundred thousand dollars in locating the Lands for the University and it is proper to state here that previously to all these Gifts he Council had erected in the village of Ithaca at a cost of nearly one hundred thousand dollars a Public Library with large

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halls and with lecture rooms which will be exceeding useful as affording supplementary accommodations for the lectures & Public Exercises of the University

Relations of the University to the State

The Act organizing the Cornell University makes it an organic part of the Educational System of the State. The Governor, Lieut. Governor, Secretary of State, Superintendent of Public Instruction & Speaker of the House of Assembly are, ex officio, Trustees. The President of the State Agricultural Society is also ex officio a member of the Board. It may be mentioned here that the Board of Trustees are not a body sitting for life; but that they are constantly renewed - the term of office being five years. Three being elected every year - one of them by the Alumni whenever they shall number fifty. This it is hoped will do much to ensure vigor and prevent the stagnation from which so many institutions of learning

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have suffered 52

Scope of the University

The special departments referred to above will be developed conscientiously, and as thoroughly as possible. The provisions already given the first two by the Act of Congress will be also be carefully borne in mind, and the relation of that education to the higher and scientific and practical education legally demanded. Military Education will also be provided for. Moreover the Trustees are also pledged to try fully and fairly the experiment of allowing students in agricultural

53 departments to do something toward paying their way by organized manual labor under scientific direction. This however will be voluntary as the freedom of an University demands.

But - aside from Special departments the Trustees provide in accordance with the clear & expressed intent of the Congressional Act. General instruction. The Cornell Gift is made in order to crown the whole institution into the proportions of an University worthy of the State. He expressed

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Plainly and briefly the whole University theory could be said "I would found an institution where any person can find instruction in any study."

Features of the University

First. There is to be University liberty of Choice - Several Courses carefully arranged will be presented. and the Student aided by friends and instructors can make his choice among them.

Second. There will be no restriction in regard to any single Studies. All good studies will be allowed due worth. While when we consider the young men are constantly obliged to make choice unaided in regard to matters of even more difficulty & danger than course of study - it will not be thought to absolutely necessary that but one single course should be allowed & all men of all minds forced to fit.

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[illegible] [illegible] [illegible] [illegible]
The [illegible] of the University
of Indiana other [illegible] Faculty
Cornell's [illegible] of all [illegible]
[illegible] of all parties [illegible]
as a sufficient [illegible]
the [illegible] of them [illegible]
that [illegible] [illegible]
of carrying out [illegible]
the Trustees.

Access to the University. For
the Cornell University is
established at Ithaca Tompkins
County New York. From
the South East & West. The

best-easy access is by the
Erie R.R. & Erie Railway. Going
West-Road at Owego & [illegible]
the Cars for Ithaca
From the North, East.
& West. Access is easy by
the D.L. Central Rail Road
- Leaving it at Cayuga taking
the "Old Road" between
Rochester & Syracuse &
Leaving it at Cayuga Bridge
whence Steamboat run directly
to Ithaca - The Grounds
after the [illegible] of Langdale
after the Cabs - it will
be necessary [illegible]

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Athelstan at
Inaugural Address
1st Opera of Minerva
1868 1868 W

[illegible] years ago — in the most-central
town of the Republic — in her Capitol-
town as many thought — amid
most-desperate measures of war
the Congress of the United States
gave thought + work to a far-
reaching measure of peace.

~~Timidly + effectively~~ they made pro-
vision for a system of advanced
education — they Capitol- their System
under which education had been
loose from ~~Govt~~ Govt control ideas the
grafted into some new ideas — they
so arranged it that every State might
enjoy it — they imposed certain ~~good~~
general conditions worthy of this land
+ time they fettered it with no
unworthy conditions — they planned
it broadly — they endowed it munificently.

This is one of the great-things
of American History — may one of
the great-things in all World
History For in the annals of
Republics there is no more determined
utterance of confidence in national
destiny out-from the midst of na-
tional calamity

Athelstan Inaugural Address
Transcript of Minutes
1868 1868 W

[illegible] they changed additional appropriation
tion can be obtained of
~~Secretary~~ Francis A. Field. Secre-
tary of the Board of Trustees.
New York ~~of the Univ~~ of Andrew D. White
President ~~Andrew D. White~~
~~President Board of~~
~~Council~~
Trustees 24 in number
Present - Council
Francis Nicholas Field
Secretary

The Andrew Dickson White Papers, Cornell University

Four years ago - war still raging.
a citizen of this State - an artisan
who had wrought his way to wealth
- but - who in wealth still remembered
the aspirations + ~~longings~~ labors of the days
of poverty - offered to the settlement -
this ~~splendid~~ public gift - with
private gift. He alloyed it with
no whimsies, he fettered it with
no crotchets. He simply asked that
the endowment might be used to
carry out a plan large and fair.

Three years
ago The State of New York accepted
these gifts - refused to scatter + waste
them. Concentrated them in one
effort for higher education - took
measures to bring under the direct
advantages of this education the
most worthy young men in every
corner of its domain - made
by examinations + probation it to become
the instrument of any sect -

Six months
afterwards the authorities to whom
the new institution was entrusted
met in this pleasant village.
Among them were the highest
officers of the State. The first person

had offered the Jewish endow-
ment. addressed before them. He
not only redeemed his promise.
he did more. he added to
it - princely gift. which he had
not promised. more than that
- better by far. he showed by his
earnest ~~pleadings~~ ~~prayers~~ that ~~he~~ ~~thought~~ ~~of~~
about to give his whole life to
that work.

So was founded
the Cornell University.

Such Gentlemen
of the Board of Trustees + Fellow Citizens
~~is~~ the are the simple landmarks ~~foundation~~
in the history progress of the ~~foundation~~
institution - such is the history in
its chronological order. The order
of facts - But we now present.
briefly its history in logical order
- the order of ideas

And first.
of all I would present - Foundation
Ideas - those in which the structure
is based. those which attach it
solidly to the age + the people
in which we hope to rear it.

Foremost - of
these stands that corner stone
embedded in the foundations by

A
Foundation
Ideas

The Andrew Dickson White Papers, Cornell University

A.
1.

The Original Act of Congress - The close union of Liberal & Practical Education

Hitherto with hardly an exception the higher education had been either Liberal or Practical - by that enactment provision was made for education both Liberal & Practical. The two great sources of national ~~effort~~ wealth - Agriculture & the Mechanic Arts were especially named as leading objects to be kept in view. At the same time narrowness was prevented by clauses providing that other objects of study necessary to broad and high education should be attended to. No Charter more ~~purely~~ in its special aims & more broad in its general aims could have been granted.

2

In entire harmony with ~~the~~ spirit & letter of this original Charter was the next foundation idea. It was put forth by the Founder of the University - and in language of the simplest & plainest - gave a complete theory of University instruction. Said Ezra Cornell "I would found an institution where any person can find instruction in any study devoted to

Practical pursuits - he recognized the fact - that there must be a union of Scientific & aesthetic with the Practical in order to produce ~~enterprise~~ results worthy of ~~this Land and Time~~. The idea there & then who ~~Chartered~~ endowed the Institution, at Washington and the idea of him who had ~~thought~~ labored over this problem on the Shores of Cayuga Lake were in ~~entire harmony~~ union.

3

~~Into these~~ Into these foundation ideas ~~with these ideas~~ was ~~to be~~ wrought ~~another idea~~ a triumphant idea at which every earnest man should rejoice - the ~~For years in the higher education~~ ~~it has been a custom~~ Principle of Sectarian Education

Perhaps no one thing has done more to dwarf the system of higher Education in this country than the ~~opposite~~ Sectarian Principle ~~the~~ the result of much observation & thought I would declare here ~~my~~ my firm belief that but ~~one~~ unfortunate idea ~~one~~ should be ~~put~~ since ~~taken~~ taken back from the Universities ~~Colleges~~ the Country would be better & the cause of education ~~in~~ a vastly ~~more~~ amply equipped with ~~endowments~~

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stranger hold upon the people
and with an infinitely more value
the result on National Education
in Science Literature &c. as well
as in practical pursuits.

I do not deny the sincerity
even of the founders & founders of
Sectarian Colleges - they are earnest-
I do not deny the great attain-
ments of their professors - they
can deny that - better & more devoted
men do not exist - I do not deny
that great good has been done
by their organizations - but
I do deny that the highest
work can ever be done by such
means - I deny that any Univ.
versity worthy of that great name
can ever be founded upon the
platform of any one sect or combi-
nation of sects - I deny that you
could hold a fund for Higher
Education in the hands of sects

Do you ask me why - I
point you to the simplest facts
in Educational history. Not
long ago One of the
most learned College Presidents
of New York was excluded from

a New England Faculty because
he was an Episcopalian - One
of the most learned College
Presidents of New England was
excluded from a New York Faculty
because he was an Unitarian
One of the largest College
in this State a few years since re-
jected three of the best Chemists
of modern times because he was
not of a certain sect - a noted
College in a neighboring State re-
jected one of the most noted
Mathematicians & Astronomers for the
same reason - there are a few
out of multitudes of cases. Nor
are there the worst - I have
myself known of cases and
there are those within sound of my
voice who have known them - Cases
where a College Board
they failed been long suffering for
want of a Professor in a certain
important department - where
a man of the required sect was
found at last admirably fitted
for the duties of the place - but
when this man was rejected
because he was not of a certain

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School or wing of that particular sect.

— Place the strongest men under a system like this and they are robbed of half their strength. — Under such a system, the very foundations of an University — would be undermined. The very foundation of liberty —

The foundation idea of this institution is different. It accepts fully the principle of religious freedom. — Its founder had pressing on his mind this idea. When he made to the town his splendid gift of a Public Library. He selected as a body of Good learned and minded citizens regardless of sectarian connections — he then added to the Board the clergymen of three creeds. The legislature of this State planted the same idea in its charter. — They clearly planted it there. The first clause is — "and a majority of the trustees shall never be of any one religious sect or of

no religious sect. This was intended the denominations of any. The second is — and no professor other officer or student shall ever be accepted or rejected on account of any religious or political views which he may or may not hold

On that we stand. The Faculty now assembled have been chosen with no reference to sectarian attachment — and it seems that almost every religious body is represented

That it may be found that this system is unchristian.

We confidently believe that public schools will stand

But it may be said that the system is unchristian — What then is your whole system of Common Schools? It is founded on the same basis — What is your whole System of Government — it is carried on in the same manner.

We believe that this free system will prove the strongest,

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support of the Infidel Christians

Do you trust
alone to Sectarian teaching to save
Christianity - The great Deists of
the Last Century & the great
Rationalists of this Century were
almost ~~without exception~~ educated
in ~~Sectarian~~ when Schools & Voltaire &
~~Roman Diderot & Roman~~ Rousseau
& Colenso were so educated.

Do you fear teaching
when your dogma is insisted
upon. Look forth over this country
which is the most earnestly Christian
~~as judged by the~~ the part- schools
under the ~~Sectarian~~ Common
Schools or the part- Not- to Edu-
cated.

That it is said that an institution
must be Sectarian to be successful
~~They~~ An institution must be conducted in accordance with
public sentiment to be well known & supported. This is a Christian country
~~will not argue this~~ to the point.
~~to a Sectarian State. as the~~
State University of Michigan shows
success exceeding it- Just & it- This
is one of the most remarkable
facts in the history of American
education. Here is an Institute
not-based on Sect. - with Regard
& Reference of every Creed - Sectarian

All sects honor & reverence it. It is not
Sectarian, but it is the best Embodiment of
the great fundamental ideas of Christianity to day
beyond Precedent. It stands
Alone in a State containing upwards
an Eighth of the Population of the
State - with not a tithe of our
wealth. and Alone it may stand
in its walls this day more Sta-
dents Than in all the Colleges
of this State together -

~~It is not Sectarian but~~
On that basis how
come what may on Heaven
below ~~are~~ we stand ~~Not alone~~ on
Should Remain - We will take
~~for truth~~ Guild of Christians, we
will not build up any one Sect.
a party. We appeal from Sectarian
to Christian - We appeal from
the Sectarian in every man to the
Christian in every man - and
our appeal is confidence. It
~~itself is not~~. We will make
this a Christian Institution. A Sectarian
institution it shall never be.

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4 Yet another of these foundation ideas was the ~~unconformating~~ institution of a living union between the University and the Public School System of the State

We cannot fail to have struck any thinking man with surprise that while the numbers of the Common Public Schools of this Commonwealth are so great the numbers of the colleges are so small.

What is the cause of this? Is it that the people of this State do not appreciate advanced education - Every other sign would seem to show that they do wish it. Is it that they have not the means. The means were never more abundant than now.

It is believed by many of us that it is because there is a want of connection between the higher institutions and this great System of Popular instruction We believe that the only hope for such an institution as we long to see is in planting it's roots

down into this great System. drawing life from it - sending life into it.

This idea took shape in that portion of our charter proposed by the Superintendent of Public Instruction. It provides that there ~~shall be~~ shall be a competitive examination in each assembly district and that the scholar passing the best examination in the land the studies pursued in the best Common Schools - shall be a free found ordering English Education shall be admitted free of all charge for tuition. ~~Already we are beginning~~ from to see the results of this. This is an experiment. Let us hope that it may do something toward turning the eyes of young men of ability in our Schools toward that education which shall make them stronger men & better citizens

5 Yet another of these fundamental ideas was that which against prejudice of locality & of sect has triumphed in these latter years in every great public body of this State - whether

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legislature or Convention. It is the idea of Concentration of Resources for Advanced Education the policy Hitherto had been to scatter such resources. Great funds had been scattered among a large number of institutions Each of these had noble professors all had done good work - but not on a general rule had the means to effectively carry on this work.

Smaller States East & West - as has been by concentration produced far greater results - Every year saw a large flow of our best scholars going forth to the Universities of other States which had pursued a policy of Concentration.

It had indeed been claimed that by scattering small Colleges over the State facilities for advanced education were increased and the number of students increased This might have been so before Railroads & the State became small but now practically to our people it is.

old times - Certainly it is so no longer. Concentration of means is now seen to draw out for the people a larger number of students than the opposite policy. Again I cite our neighbor - the little State of Michigan - a recent growth - with only about one eighth of our population & with a mere fraction of our wealth - and she has more students to day in her one University - under her policy of concentrating resources - than the State of New York has in all her Colleges under the policy of scattering them - (the item which interest the students includes all the tuition classes Deducting two thirds of the fees of all the colleges) Facts like these have had their weight. Despite local interests - despite sectarian zeal - despite the attachment of graduates to their alma mater - the Legislature of this State has twice overruled the policy of concentration by and the Constitutional Convention - have again & again after thorough debate - declared by overwhelming votes against scattering resources for higher education - and in favor of concentrating them.

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I come now to another class of ideas which are to be found in such as the main foundation ideas of our plan. I come now to another class - ~~Federal~~ Formative Ideas

First - Under ~~these~~ I mean the ~~Education~~ Instruction of all, Instruction into two parts ~~that of Special~~ Special Instruction in Special Sciences + Arts + Instruction in Science Liberalem + the Arts in General.

Under the first of these come Instruction in Agriculture - the Mechanic Arts - Mining Civil Engineering and the like. ~~Under the~~ Under the latter general instruction should be into ~~Several Courses~~ arranged to meet the needs + tastes of different persons of different aims.

To this Special Instruction the Institution is ~~Hostile~~ - Hostile to make it less practical ~~and~~ than it ought to be. I know the sentiments of Sir. Two. I speak the sentiments of Sir. Two. Yes when I say that they are determined to spare no effort to

make ~~Agricul~~ this institution tell upon Agriculture, and Science and ~~I not an Agriculturist~~ as an Art. That they feel deeply the wish to make it instrumental in ~~Science~~ giving Science to the Mechanic Arts.

The ~~Government will~~ attempt is to make these departments of Agriculture, Mechanic Arts + these ~~Colleges~~ to these the peers of any other ~~Sister~~ departments of the University - Equal to any other - Equal in standing in privileges in care for instruction

Here too the State has varied from the usual practice It has been the Custom Colleges ~~to~~ endowed ~~to~~ to establish Colleges for Agriculture separate from all others & with small endowments - These have been generally placed in remote and unattractive portions of States - and as a rule these ~~have~~ ~~Colleges~~ have been regarded as the College of an inferior caste and have languished and died

From that practice this State has departed. It Colleges are provided having the endowment for

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an University. It unites with it - or rather incorporates into it Departments of Agriculture and the Mechanic Arts. It makes these Departments, at least, of the University - in full standing - equal to any others - equal in privilege - equal in standing and perhaps more than equal in care.

It does not send the student in Agriculture to some place remote from Liberal Culture and the Sciences but it places him on the same platform with other students of an University: liberal & liberal - it makes his study liberal. the equal of any study - it makes himself the equal of any student - it makes him the peer of any student in other courses - it has been by duly appointed Commissioners sent to the best Schools of Agriculture & the Mechanic Arts in the Old world and in the New and the whole result of my investigation strengthens my faith in our plan of treating these practical Arts of life departments in an University. rather than relegating them to separate schools feeble & remote

obtains in the Dominion of Canada

of Science Literature and the Arts in general.

It is an old custom. derived from the practice of the Scottish Country to force all students into one single course. Although some do. no matter what the tastes of the young student no matter what his aims. Though this one course must. by and through more others. For generations this has been the leading policy in higher education. No matter what studies are added to it the result by the country at large is satisfied of its unfortunate results. Although there may have been exceptions produced by the system or in spite of it - its general results have been unfortunate in the extreme. It has made

Repeating to large classes of young men his studies to attract them or to stimulate their ambition it has given them a dislike for higher scholarship - still worse it has injured their mental faculties by dragging them through a course of study in a listless unconcerned. many fatal mode of study more injurious than no study

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the Cornell University attempts a different plan. It presents to students coming to its halls several courses - separate & distinct - suited to different tastes - looking towards different pursuits. It does not attempt to stretch up to the University ideas of its founder & its charter from State & Nation - does a student desire the old time honored course enriched by classical study - it gives it - does he wish more attention to modern science - to history - to the great languages & literatures of the modern world & of France & Germany & Spain - it gives either of these.

But it may be said that other Colleges have done this - This is but partially true - as a general rule these courses have been held inferior & the students taking them have been held inferior - both courses & students have been kept apart from those entering the ancient honorable and time honored course. A feeling of caste established, fatal to the newer course.

The Cornell University

can learn enough in the University buildings in half a day to carry him through the other half. & by the earnest - busy students can learn enough of the working models and apparatus, in the shops to occupy them as they are completed - to carry him through the other half day devoted to study which shall make him a master of science or engineer

With unskilled labor the case is different. Students may do something at this to support themselves - they may do much toward their own support - & yet the number who can support themselves wholly in this way is small very small of the whole

I know gentlemen that you will do all that can be done to raise this College - and I pledge myself to do all in my power to raise it & each of the students will be required to work with his hands & with his brain & the Clergy connected with this course Physical education from the first. This has held an important place in our thoughts. & though it cannot be put The Faculty have already seconded the intention

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You have not yet had this matter of
into a report to the Trustees. The Course of
Instruction already arranged
to be commenced at once —
It is arranged that every Student
of the first Year in the
Course shall be thoroughly
instructed in Chemistry Physiology
Hygiene and it is intended at
the earliest possible to furnish
Instruction between Courses of Lectures
to bring up Physical Development
to as high a standard

I regret also to
mention that in any Course
of History and Natural Science
too much neglected will be assigned
to honored places.

Last of all I come
to
Organizing a System
such as one of the main
formative ideas to which we
hold — Permit me now to
present briefly some of
the Governmental Ideas.
First of these
is that. placed as an amend-

wants of our Charter. by the
Legislature of the State. at the
request of the Trustees. It is
two-fold — the
Visitation of Trustees in Office and
the admission to Year Classes
of our Students by the
Alumni of the Institution — doubt-
less from time to time Examinations
and Certificates of the Alumni should be required
by us in order to prevent
Importation and give frequent
expression of View & earnest life
to another idea
Refers to the Government of
Students by the Faculty. which
all Students in
the buildings will be retained
there only on condition that
they conform themselves to wise
by organization and Regulation
- It is hoped to create a
between
Fraternal Amity all the Students
& the Faculty which shall take
from building organization all
its harshness. We have faith
in Manly Open Social rules.
Comm between Faculty &
Students - It is intended to
bring in the Social Halls of

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hard thought. hard work.
it will demand ~~labor~~ skill,
energy. forbearance. ~~Labor~~ if the
task is great the reward also is
great. That reward which the
successful performs to fellows. The
Salutation of the ~~enthusiastic~~ ~~the~~
~~Class~~ ~~of~~ ~~the~~ ~~Class~~ ~~of~~ ~~the~~ ~~Class~~ ~~of~~ ~~the~~

Letters, Statements
Reference
Not Used

[1869?] 1

Dr

Some time since one of your correspondents spoke in a letter otherwise excellent - of the Cornell University as "a place where students can get everything they require except religion"

I have purposely allowed the institution to continue under this imputation until the close of the first term should give us more facts and enable the University to speak for itself

In looking back over the results of this first term just ended, let me suggest a few points.

First - Although the Faculty was selected absolutely without reference to Church connection, the aim being simply to secure the best men obtainable in each department - it now appears that nine of the eighteen Resident Professors are members or regular attendants upon the services of the Protestant Episcopal Church.

Second. The Chaplain & Professor of Moral Philosophy is

2

one of the most honored divines in that Church - and the fact that he has been for several years occupying the corresponding position at Hobart College - from which for proven religious & ecclesiastical writings he received a doctorate - may suggest to your correspondent mind that it is not so utterly impossible to "get religion" here as he has imagined

Third. The returns just received from our students show that over seventy of them are attached to the Protestant Episcopal Church - & some of the Clergymen of that Church - & this fact coupled with multitudes of letters already received regarding the entering of students next year would seem to show at least that your correspondent's fears are generally not shared by any considerable number in his own communion.

Fourthly - Our records will show that despite two or three cases of severe discipline at the outset - three hundred and fifty young men were never kept together during an entire term with so few irreligious

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Presbyterian Church calls upon us for a "declaration of well defined Evangelical principles" - The Organ of the Protestant Episcopal Church would be glad to see us "take education on Church principles" - Still another religious paper calls for a "recognition of Liberal Christian principles"

~~All in vain for the~~ Our determined clergy have went into paroxysms of distress over the lectures of Prof. Agassiz - ~~and~~ apparently ignorant of the fact that the Professor is the great bulwark against the Darwinian system. - a fact of too small importance when a choice of our Church which would seem to show Agassiz more orthodox than a certain Doctor of Divinity in our church who preaches that Darwinism is true & Presbyterianism a failure

Another Episcopal clergyman

been insulted and heresy in the Soldiers Sunday Reading apparently unmindful of the fact that he is an ordained Christian - & that his lectures had been arranged for the University of Oxford

Still another person was sorely troubled because the Bishop of Vermont had given the chimes of Trinity bells, presented by the University. Upon which inscribed were texts from that noble Christian Book Chant - the one hundred & fifth of Jeremiah in the Septuagint -

It was thought there must either be Puseyism or Rationalism in Hamburgs Simple Christian verse - the complainants could not tell which.

I trust from that this record of our past term will show that

All these attacks are of no use. On the seventh of October last the entire faculty each for himself & following, pledged himself to obey our National & State Constitution and - this pledge must forever prevent us from yielding to the wishes

e Papers, Cornell University

Andrew Dickson

To the Editor of the Northern American Advocate

Sir

From its very beginning the Cornell University has been beset with attacks.

Some have been prompted by the [redacted] agents of denominational Colleges — Some by anonymous correspondents of denominational Journals — Some by young gentlemen dismissed from their Classes who have thought it best to give other than the right reason for leaving the University — Some by impatient persons beyond that the work of fifty years has not been done in a twelvemonth.

The friends of the University have thought it generally a waste of time to answer these. They are generally quite transparent — and the reaction they produce has done the institution more good than harm. I would however wish to be allowed a statement regarding

Cornell University Library

To the Editor of the Northern American Advocate

Sir

A recent anonymous letter in your columns is of such a sort that the friends of the Cornell University have a right to ask to be heard.

Not Sent

To the Editor of the Northern Christian Advocate

Sir

The most recent of the several anonymous attacks upon the Cornell University in your columns is of a sort which perhaps renders it advisable that the friends of the institution be no longer silent. Permit me to say by way of preface that in a recent letter to a New York journal opposing the character of these attacks upon us by various denominational journals, and college agents I stated the following facts which I now reiterate.

First. That there had never been a public exercise - inauguration - commencement - laying of a corner stone or other - which has not been opened and closed with prayer by an Evangelical Clergyman.

Secondly. That not a working day has there been since the opening of the institution which has not been begun with Christian prayer including the Lords Prayer - and with the reading of the Scriptures

Thirdly - that in every plan of the institution ever prepared an University Chapel had held a prominent position.

Fourthly - that a young mens Christian Association had been established which is vigorous and has compares favorably with those of other institutions.

Fifthly - that the Trustees & Faculty of the institution - the donors as our Charter requires without regard to sect - are Earnest Christian men.

The recent attack makes the following points - First that students are not compelled to attend Chapel.

This is true. One reason is that we have as yet no room large enough to hold all our Students - another reason is that it is a question whether the interests of religion are advanced

high - very difficult to warm. well
lighted stated - and a room in which
no speaker ever yet made himself heard
by an audience. Two different lectures
tried ~~to lecture~~ ~~audiences~~ in it. and
utterly failed both. Instead
of this room - the Christian Association
was allowed the use ~~of~~ expected of ~~the~~ both
the Faculty - room - a room holding
some eighty persons - and much more
~~[illegible]~~ comfortably than the parlor
used of an ~~lecture~~ room or ~~public~~ room in the building
- ~~and they were also allowed the lecture~~
room beneath it in which both the
Goddess herself and myself had lectured and
found such as the simple facts. There
is not an ~~office of the institution who~~
~~does not work the Oriental~~ working

Our correspondent also speaks of students
as having turned away and not cared for
- that our promises to them were unredeemed.

To that I answer that every promise
given made by the institution has been re-
deemed - and more than redeemed -

thousands of dollars have been spended
in work by students. Nor is this all.
Those same men whom our correspondent
regarded as so hard hearted have out
of their own pockets caused or many stu-
dents - One of them alone gave over
twelve hundred dollars for that purpose
last year. We have not ~~understand~~ done all that
we wished - but ~~you~~ readers will remember that
we are at the beginning of our work
Those were some who had to go away
and we deeply regretted it. Such a
large number came ~~[illegible]~~ to support
themselves, by a ~~[illegible]~~ part of ~~[illegible]~~ ~~[illegible]~~ picked labor
Knowing the available ~~[illegible]~~ - and others
~~had~~ with had the strength or persistence for un-
skilled labor. Then two others came
who utterly failed to pass the entrance
examinations - Such were inevitably dis-
appointed - One man came - a teen-
ster who did not know the simple
~~[illegible]~~ principles of ~~[illegible]~~ Arithmetic or Grammar
- and he was disappointed - another
came - a discharged clerk from a New
York store - Knowing we had taken in such

Your correspondent complains that the Institution is managed by ~~an~~ ~~for~~ an Executive Committee - but if he will suggest any way in which the Governors - State Officers - and other Visitors scattered throughout the State can be consulted once a week to the business of ~~its~~ ordinary business - the Executive Committee will be exceedingly grateful

But of a hundred useful facts which I might put forward the ~~reason~~ one has made against them I shall put forward ~~to~~ ~~one~~ ~~that~~ one fact is that over a hundred thousand dollars has been given or pledged by the business men of Evangelical Churches now known - who heartily sympathized with the character + purposes of the institution and know it to be conducted by pronounced Christian Principals

The other fact is the character of our students today - entrusted to know the truth ~~as~~ ~~they~~ unprejudiced ~~by~~ ~~the~~ results of ~~their~~ ~~which~~ ~~of~~ ~~the~~ ~~it~~ is not the Slavery ~~question~~ than that nearly hundred students ~~have~~ ~~to~~ ~~speak~~ + studying

both. Then simple answer I beg before earnest right minded men to answer:

From the first the institution has been a Christian institution - but a ~~Sectarian~~ institution it is prohibited both by its Charter - and it states plainly in that Mr Pearsons ~~the~~ always charge or demanded one of all denominations. The assertion that they are generally "Liberal" Churches in the meaning ~~of~~ that term is utterly untrue - Nine tenths of them are members of or attendants upon Evangelical Churches

Churches ~~of~~ which have been ~~united~~ to ~~one~~ of the colleges ~~that~~ ~~it~~ ~~refuses~~ ~~to~~ ~~be~~ ~~united~~ ~~to~~ ~~any~~ ~~particular~~ ~~college~~ ~~but~~ ~~to~~ ~~be~~ ~~left~~ ~~free~~ ~~to~~ ~~choose~~ ~~for~~ ~~themselves~~ ~~which~~ ~~college~~ ~~they~~ ~~will~~ ~~patronize~~ ~~and~~ ~~that~~ ~~there~~ ~~is~~ ~~not~~ ~~enough~~ ~~in~~ ~~the~~ ~~State~~ ~~to~~ ~~support~~ ~~all~~ ~~the~~ ~~colleges~~

If people for all the colleges ~~in~~ ~~the~~ ~~State~~ will or can do - ~~they~~ must also that there should ~~be~~ ~~no~~ ~~more~~ ~~colleges~~ ~~than~~ ~~are~~ ~~necessary~~ to help the denominational ~~institutions~~ ~~of~~ ~~learning~~ ~~in~~ ~~the~~ ~~State~~ ~~which~~ ~~are~~ ~~now~~ ~~struggling~~ ~~for~~ ~~existence~~ - I do not ~~ask~~ colleges or ~~some~~ ~~person~~ - and ask ~~to~~ ~~state~~ ~~their~~ ~~views~~ - ~~and~~ ~~ask~~ to state briefly - that before ~~I~~ ~~can~~ ~~give~~ ~~any~~ ~~money~~ to ~~the~~ ~~Institution~~ ~~I~~ ~~want~~ ~~to~~ ~~know~~ ~~definitely~~ ~~what~~ ~~the~~ ~~Institution~~ ~~is~~ ~~doing~~ ~~and~~ ~~what~~ ~~it~~ ~~proposes~~ ~~to~~ ~~do~~ ~~in~~ ~~the~~ ~~future~~ ~~and~~ ~~I~~ ~~want~~ ~~to~~ ~~know~~ ~~whether~~ ~~it~~ ~~is~~ ~~under~~ ~~the~~ ~~control~~ ~~of~~ ~~a~~ ~~few~~ ~~persons~~ ~~or~~ ~~of~~ ~~a~~ ~~large~~ ~~body~~ ~~of~~ ~~Christian~~ ~~people~~ ~~and~~ ~~I~~ ~~want~~ ~~to~~ ~~know~~ ~~whether~~ ~~the~~ ~~Institution

These branches of labor may be classified as follows.

First Agricultural and Farm Labor

A farm of two hundred and fifty acres is directly attached to our establishment. A market for most of its products is afforded close at hand by the boarding hall where are about one hundred and seventy-five of our Professors and Students On the farm various crops are raised; a vegetable garden has been begun and a large number of horses, cattle, sheep and hogs are kept for draught or slaughter. To carry on this farm fifteen to twenty students have been employed at remunerative rates averaging three to four hours a day during term time and on the whole with satisfactory results.

Of course a disturbing element in this use of Student labor was the fact of its interruption for study and recitation but by careful

management, throwing as much as possible into the early morning hours or into the afternoon and by the fact that the vacations come opportunely as regards haying and harvesting this difficulty has been very nearly obviated.

As to the intrinsic character of the labor there are defects and exigencies easily understood. Well managed it can be made satisfactory, but it cannot be made I think such so economical as the regular labor of well selected farm laborers

Secondly Labor on the University Grounds

The grounds about the University buildings embrace some very striking natural features and are very uneven in surface. Much labor in grading has therefore been required to make them available.

students in numbers vary with the work
have been employed at this and the
price paid has been fifteen cents an hour.

As the result of our experience
thus far, I would state my belief that for
the heavy work of grading and cutting
it is cheaper and probably more satis-
factory to employ day-laborers of the
ordinary sort. Young men engaged
in their studies and not yet physically
matured are here at a disadvantage
but in the lighter parts of the work -
requiring taste & skill, students, under
proper direction, have done admirably.

A small corps that worked last
summer vacation under my own
guidance in opening paths and bringing
out beauties in those parts of the grounds
bordering upon the Cascadilla creek

deserves honorable mention at least.

Thirdly. The labor of Carpenters
& Joiners.

This has been successful.
The master carpenter of this division of
the labor corps is a student of the Sophomore
class in the College of Engineering &
I take pleasure in saying that he is the
best & most competent master carpenter
with whom the University has had to
do. A force of about fifteen student
Carpenters under his directions have done
much in finishing off our North College
& Laboratory buildings, in erecting some
temporary farm structures, & the buildings
for the Veterinary Department, & in laying
plank walks including the upper Cascadilla
bridge & making the ordinary repairs of buildings
furniture, tools &c. These young men work-

on the average from three to five hours a day, through the week & all day on Saturday & mainly support themselves in this way.

In the main our experience shows us that student labor of this sort is as good as any other. The main difficulty is the difficulty of discharging workmen of this sort, worthy young men dependent on their own exertions for support — when but little work is needed: & another difficulty is found whenever an emergency suddenly arises & a large amount of work must be rapidly done. The impossibility of student carpenters working more than three or four hours a day is of course fatal to rapidity in execution of considerable jobs. But by the exercise of forethought & care these difficulties are easily reduced.

Finally, Labor in the University Printing Office

At this about sixteen to eighteen young men are employed on the average in setting type, this work alternating about equally. The office has been carried on by students entirely, all, from foreman to the youngest press-man carrying on their studies in various classes & departments. Besides doing a very large amount of printing for the University in the way of labels, cards, notices, schedules, analyses of lectures, examination papers, blanks of all sorts, & the annual catalogues it has printed for private parties a text book in Analytical Chemistry, a German Reader & an extended syllabus of historical lectures. It has also filled a large order for job-work. On the whole there so far this has been the most successful branch of labor pursued by our students.

It attracts an excellent class of young men. Study of every sort seems to work in with it admirably at all points and it is not improbable that with the facilities afforded by a large Faculty for the proof reading and elaborate press-correction in various sciences and languages a printing house may be built up here which will be an honor to the University and the Country.

The labor of the students in this department has been found (~~on the whole~~) remunerative to them and on the whole satisfactory to the University. Fifthly

Work in the shops of the Mechanick Arts Department

A large number of lathes, planers, drills and other tools for working in wood and iron have been procured; but the want of suitable accomodation has been a great hindrance, so that with the

exception of the construction of a few models and some apparatus for the Departments of Physics, Civil Engineering &c little has been done. Fortunately that hindrance is now in process of removal. The Hon. Hiram Sibley of Rochester himself in early life a mechanic, is now erecting for the University a noble building of stone to contain the engine room, brass foundry, machine shop, printing-office with press and composing rooms draughting lecture and apparatus rooms for the departments of Civil and Mechanical engineering &c. This building will be finished and opened at the next Commencement and ready for students at the beginning of the next University ~~term~~ year (Sept 1871)

In addition to this another gentleman whose name is not yet announced has pledged ten thousand

dollars for apparatus, models, books, &c. bearing on these departments and these added to those already possessed by the institution will, it is believed, make this department the best of its kind in the United States.

We already have orders for reproducing for various institutions some of our models and apparatus and what has already been done in this direction on a small scale by students working under the direction of the Professors in the Depts. of the Mechanic Arts and Civil Engineering encourages us greatly Already some of the Ollivier Models have been reproduced beautifully and cheaply and it is believed that Schröder Models to exhibit Mechanical Motions and bridge and roof construction &c.&c. and the Raw models of ploughs as well as others of the same kind can be easily produced

Our plan is to call in a certain number of young Mechanics well grounded in an ordinary English education and possessed of a good knowledge of the use of Machines and tools and to enable them to work in the machine shop at making Models and apparatus. They will be required at the same time to make careful studies in Mathematics, draughting &c. &c. and if successful they will be graduated as Master-Mechanics or Mechanical Engineers.

I must be pardoned for quoting here from an address delivered by me some time since before the State Agricultural Society at Albany for our experience has confirmed our belief in the positions then taken

"For this department" i.e. the Department of Mechanic Arts "I would begin by having in view educational Manual labor I would, to this end

begin with a workshop furnished with machines and tools for working in wood and metals
In this under the direction of a Professor who should be not only a thorough Scientific man but a practical Mechanic I would have such Students as have proved themselves fit for it make Models, apparatus implements &c. in furtherance of their studies
Say, for example that the institution wants Models to illustrate descriptive geometry or combinations of wheel-work or different applications of steam, I would have students study the best designs, discuss them with their professors, make careful drawings, and carry them out practically
If for example a model of a low pressure steam engine is wanted, I would have the student, a young man who having learned something of the

trade elsewhere now proposes to perfect himself, and make himself a Master Mechanic, I would have him study the best drawings of engines in Armengaud or other leading works: then make as careful drawings and as large for his model as for a steamship engine.
Study the proper relations of parts as regards size and place, calculate closely the movement of valves estimate power and work to be done, and then in this shop I would afford him facilities to construct the perfect model thus designed.
In this way students would aquire at the same time the theory of machines.
Knowledge of their most approved construction, practice in drawing, judgement in adjustment of parts, skill in manual labor and in many cases make a model which could be sold for enough to repay partially or entirely the time and labor expended

has been at the same time ludicrous & pathetic.

From the put there has had great numbers of applications from young men who wished to support themselves by labor but were incapable of any manual labor was put to us.

I from the address above referred to.

"Our father & mother brought this young gentleman who could do nothing any when else - He had whittled out a toy ship simple to the eyes of the world generally - but wonderfull to the eyes of his fond parents. On the strength of this toy, it was evidently decided by them that he could get an education in books by droning over them, learn the use of tools by playing with them, support himself, while thus amusing

himself & mend his morals & manners while engaged in that practical branch of Agriculture known as "sowing wild oats"

Another young gentleman, city-bred sickly, wanky, who had not the experience of any skilled labor, who had not the strength for any unskilled labor, wished to support himself by work while pursuing his studies, but when he discovered that work makes a man tired, hears his fingers & soils his clothes, he withdrew making the air vocal with his complaints

Another, with no available trade or aptitude for labor offered to favor the institution with his presence, if he could learn a trade, pay for his studies & save enough to board, lodge & clothe himself, (beside sending $25. or a month home - to his parents

These are actual cases & types of many others. It hardly must be said that these persons are sadly disappointed. I repeat it was duty & not to do such work as this - I am not to

the

Importance of an understanding of

A leading idea of this institution - the ~~Senate~~ admission of Students to Councils - it remains to be seen whether this can be carried out.

Let me say that which I shall speak freely and frankly regarding the relation of Students to Faculty - I have seen / but the Student perhaps knows any.

I wish 1st to speak of a few things regarding the Conduct of Student Life

First of all ~~the formation of simple and~~ 2nd friendships - and acquaintanceships. If you find a man is a boor - that he has no earnestness of purpose then his

Notes for Lawrence address to Students 1874

Notes for Jamaican address to Students

1st. Importance to speak frankly + fully with them

Have some aim + plan.

Of all the Lord's creatures in the ~~world~~ an undecided man is the most unhappy. The Lord Jesus says a decision of character does not at all consist it. But it is especially necessary in an institution like this. The old plan to treat students like children. We are making the attempt to treat them like men. Give them several courses of study - Now choose something. It is far better to choose and then work than to choose none. Adopt some general course

unless there be Special reasons
for an Optional Course.

Do not make changes without
an overwhelming reason.

If you could see what a young
and a brave soul will become during
the years you have been with the Faculty
by their Specialties - you would
not change without most decided
reasons. There are names of Juniors
whose whose have not been decided.
will be chosen by Recommendation without
faculty. Conferences Confidential to Every
is a Committee of the Classical Faculty
shall Chair

Form an idea - lay a plan
work toward it - and if called
to change it. only do so from
overwhelming Reasons
2 Hours Chemistry plan & Work in it.

2 & 3 Another most
important element is the forming
of acquaintanceships & friendships

I count- this Secondary to Study
any other thing in College Life.
A Companion who represents a
many noble influences - a friend
who by sympathy stimulates to
good endeavor. It is a test-term
to any man. but- Study comes to
a Student like any other man.

There must- be in every
College world the Millennium
happen a certain small Percentage
of Fourths - a Percentage of Poor Students
a Percentage of Self-Balanced. Jury
men. I think that this Percentage
is quite as reduced to a minimum
but. it. is unavoidable. it. is a
Law of Nature that such men
must exist..

But- we may be very sure of
Jim keep clear of them. It is the
absurdity- to take up with such
when you can get others. These
conferences have much to do with
Shaping your Life. Keep clear of

God- Ch any one make for
Christ that your instructions
are from National sources.

There are always some of
these persons in any institution
we have had them here I re-
member some very well. The officer
they feared when declaring that
they were waiting for instructions
or explanation. But it is very different
when they come very soon &
shed tells them and pleads
then surely it will bring on
their hearing.

4 Hoping. This
brings me to the occurrence
which made some stir some

time since. Asher of the Lord
Asher of the Rockies.

Some time ago
I my self think that a mistake
said a very thoughtful man
to me. You must effect without
delay. It will be the best thing
for your institution. Everyone
effected will be with an
Eleven more men. You can
easily afford it effect every
man who was known to take
the slightest part. Everyone who
touched a rope.

It is true. But it is a
hard thing to do. I am glad
that matter turned out as
they did.

us. For myself the entire Faculty as well as myself I desire to say that we shall ever look back upon with pleasure and with gratitude to you.

I say that we shall look back with gratitude to you — and I use that word in its true sense. I fully mean it. For you had faith in us. in our plans and efforts. You saw all in good standing at other Colleges. You trusted us to our plans. believed in them separated yourselves from other established associations elsewhere. took the risks of a new institution in its needs beginnings and cast in your lot with us. It was an encouragement to us and I know that you will never regret. I shall

not soon forget it. and I pledge myself that no effort of mine shall be spared to make the institution such that you shall never regret the trust you reposed in it.

But there is more than that. I have to thank you for much courtesy and help during this year. It has been a year. You must all have seen it. a trying year. it was of anxieties. of cares of labors for all of us. The character of the buildings. required us to begin nearly two or three years before we were ready. to come together. with buildings unfinished. with communications between them almost cut off. with no roads or bridges. with no sufficient heating apparatus. with

You have seen our own land gain such a struggle and win such a victory as to exceed beyond all that the most Sanguine had ever dreamed -

There are other great moral triumphs - and not less wonderful are the material triumphs triumphs of peace subduing ocean distance and obstacles & forces of nature.

~~Recently there, I was busily declaring that~~ And my friends as you go forth carry hearts of these triumphs. Think of what remains -, think of what our nation is. Certainly there never was a time demanding more earnest thought and more vigorous work -

You have the political life of the republic becoming more & more

You go forth into a nation where social condition must take you as earnest thinking and steady working. In spite of beginnings of a certain of audacity you see a tendency to the basis of a larger ~~and~~ thoughtlessness as contemptible - and a thoughtlessness as wasting to the mind as any which have wrecked the dissolution of other republics - against the progress of this you should rally all your influence with

Your field for a Physical condition seems of great evil - Too little thought given to breeding and keeping sound and too little to quiet thought. Too much neglect of ordinary physical laws - and as a result a physical degeneracy which if can be not taken will tell fearfully against our American people and the ideas they embody.

residence of a cultivator of the soil
— Your work can be made beautiful and
noble. As are the tillers of the soil
so in the main will the nation be.
Work in your neighborhood — for your
State — for better education — for
more attractive Country homes — for
more public Spirit — for more wealth
of brain.

Some of you will seek the protection
of the Law. If so I say such
be not contemptuous to Lawyers. Stand
for right against wrong — for reason
against technicality.

Some will work through
the Press. Such I bid remember the
noble Bible in which the child of Bunyan
was baptized at its birth — and

and its noble work of regeneration
repose at this very instant as one
of you has depicted it. This memorial
— and see that in your hands these
good traditions remain unsullied.

Some of you
will enter the sacred desk. To such
I say I care not to what sect you
attach yourself. That is the error of
all sectarianism. In any healthful
religious Church there will be sects
just as in a healthful and vigorous
State there will be parties. But
I charge you do not fall to theological
war about words and definitions. Think
more and more of the great
simple words of the Founder of Christ-
anity. Be and see of the

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You shall always be welcome.
and as Father & You discharge Your duty as
an elector - if any petty fault should
of faction shall arise. remember
Your obligations here to the Country of
Our Honored Founder of Our other Heros.
fathers - of the State + of the Nation
And come to
all of You I say - wherever You
shall be. whatever shall be
Your profession - stand forth of
all for Broad Glory Christian
Civilization and Remember
how precious that Civilization has
been made by all the Martyrs
of all the ages. and do not
forget how exceedingly precious
has the Christian Civilization in

the Record of Your preliminary Studies
You have seen some of the most splendid
triumphs of Right in History
Scotland of the Earth that have been Great
Nations have substantially achieved this.
- + these States - Italy - Germany + our own
Country.

Two Great Nations have by prodigious
efforts set per pour semblance an
immense working class.

- A Great Kingdom - princes on
of the most powerful in Europe - but
for many Years one of the most depraved
- has quietly accomplished a great
Revolution - and what is of more
importance it has shown by its
illustrious that a noble and
brave Breed of Statesmen have
arisen in it

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(Argument)

But the period on wh you are entering is of still greater interest. Great work now to be done. It is a period for building. Principles have in the last thing been established. Old safeguards have been worn out to be replaced. Institutions are to be built up. &c. &c.

Such is the period upon wh you enter. Each one asks how can I be successful in it.

Many Keep close to Jesus & Jesus will be with you for the sake to wh. you shall consecrate add a few.

Trial to be honest. Honest doubt wrong in the form of work demand be honest in your work - thought - kind of life. Would fill by the country. Honest to God thought work. Contempt for poor work.

Zeal. Or Zealous

Zeal is indeed treacherous accompanying talleyrand. Says - husband for the Zeal - but has Zeal - Never zeal your heart into your work - Work it - &c.

Thirdly. Have faith - Faith in the great person that rules & sustains the world - Often you hear of scientific man proving this or that theory - disproved it - but - helpful.

Have faith in man - Far better to have too much faith

Mean to Settle - Danger & Necessity of Concession.

Have faith. Have faith in Cultivated the finest side of life - God has given flowers as well as bitter herbs.

Old Jeremiah said of the Egyptians & Canaanites would testament - do better by - than.

Give yourself to your calling - be for them to that. But do something for the public. Some of you will have social - some Communal - but all will have some share.

In political struggles. Get by more large-hearted as much by you can - In ordering times it is not half so much fighting as right others are wanted.

In educational matters great work to be done.

Chicago Hotels & Chicago Universities & Lunatic Asylums. Libraries & Pullman Cars.

Then a few of the things - Work to this Object

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Cornell University

What it has done; what it is doing; and what it hopes to do.

A history of five years

It is now five years since the first Trustees of Cornell University met to begin its organization. They found two Endowments and in connection with each of these a charter. The first of these endowments was from the nation, in the shape of a grant of public lands, and in connection with this a Charter in the form of an act of Congress, the second was an individual endowment and the charter with this was in the shape of an act of the Legislature of the State of New York.

The first of these, the act of Congress of 1862, used these words in regard to the Colleges created under it.

"The leading object shall be, without excluding either scientific, or classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such a manner as the Legislature of the States may respectively prescribe in order to promote the liberal and practical education, of the industrial classes in the general pursuits and professions of life."

The charter from the State of New York reiterates this but makes it even more broad in the following declaration "but such other branches of science and knowledge may be embraced in the plan of instruction and investigation, pertaining to the University, as the trustees may think useful and proper, and this later provision in the charter from the state of New York was authorized in the first place by the fact that the law of Congress as above quoted declares that it shall be carried out in such a manner, as the Legislature of the state may respectively prescribe, and in the second place by the fact that an individual Ezra Cornell had provided an endowment of over a half a million of dollars.

I lay stress upon this because there

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Classical or practical, which our

The Legislature of the State of New York was fully authorized to extend the scope of the institution, it did so extend the scope and used these words "but such other branche of study may be embraced in the plan of instruction an investigation as the trustees may think useful and proper,"

The trustees of the University began its organization under these Charter, from and in view of these endowments with the determination to carry out their provisions in their full scope.

A plan of organization was prescribed which did this and it was adopted and from that day to this the entire aim has been in loyalty to these national and state charters to carry out their full extent and in their full scope. and the State of New York is the only one of the United States that has done this.

The state of New York might have created simply an agricultural College as the State of Michigan has done; it might have created a separate

College of Agriculture and the mechanic arts as the state of Massachusetts has done,

It might have combined a College of Agriculture and a College of Mechanic arts giving but little or no attention to the remainder of the act, as the state of Illinois has done.

It might have simply given an additional professorship to an existing scientific school as the State of Connecticut and Rhodeisland has done

The Legislature did not do this; they, therefore, I believe, are determined to carry out the entire act in its entire scope heeding all its provisions, having in view all its aims, and I again say that the state of New York is the only state in this union in which that has been done.

This plan was adopted first, because it seemed most in accordance with the terms of the original acts of Congress.

The evident intent of that act was that a provision should be made in each of the States, for that first Special & general College Scientific industrial education

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which had been up to that time from our institutions for advanced instruction almost entirely excluded, and it was also intended that Military instruction of which the country then in the midst of a civil war, had so sorely felt the need, should be provided for.

But at the same time it is evident that it was not intended to flatter the State too much, for although Classical and Scientific instruction are provided for, in express terms, at the same time that it is provided, that Agriculture and the mechanic arts, shall be given special prominence.

Secondly, this plan was adopted on account of its economy; it was considered for better to combine the instruction provided for under the national act, and the instruction contemplated in the endowment of Mr Cornell, than to separate them.

To separate them, made it necessary to duplicate a large number of professorships; combining them enabled the scientific, the industrial, and the Classical, to use the same professors

in very many departments, and in this way the union was found to be strength.

This plan was adopted thirdly because it satisfied another great interest in this country. Up to that time with hardly an exception, Students in science had been considered the inferiors of Students in Ancient literature, even in institutions which provided for the Scientific as well as Classical instruction. The Students in science in those were looked upon as an inferior class, they did not generally occupy the same buildings, nor hear the same lectures, nor recite to the same professors. They took their degrees at different places and in a different manner, and were held entirely apart.

The creation of separate Agricultural Colleges and separate Colleges for instruction in the mechanic arts, had made this evil even worse. Students in Agriculture and mechanic arts were a sort of student parables and they were called; the Colleges provided for them, were not recognized as belonging to the family of American Colleges. And the idea of the usefulness of the union of purposes have there found no place in the very form of organization.

The trustees of Cornell University

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in combining the Agricultural Colleges and the College of Mechanic arts, with Colleges for instruction in literature, in ancient languages, in mathematics, and in the various sciences made the student in one the equal of the student in the other. They were associated in the same lectures and recitation rooms; they heard the same professors, they attended the same lectures received the same sort of a degree, were graduated at the same commencement, and with the same ceremonies.

Thus it was for the first time in the history of american education, students in Agriculture, or the mechanic arts, or the sciences, were made the equal of the students, in literature, and the classics, and thus it was for the first time the various professions of agriculture, and the mechanic arts, were recognized as the equals of what had been hitherto known as the learned professions.

I call your special attention to this combining; it is further reaching, than any of us fully realize; it has already exercised a great influence and it is

to exercise an influence still greater.

Fourthly the plan was then found and has since been found to give other advantages.

The student in the College of Agriculture or the College of Mechanic arts, is generally deprived of the liberalizing influences which derives from a contact with men engaged in training for other professions; by uniting these various Colleges, by bringing together young men engaged in the different studies, that liberalizing influence was secured.

~~More than all this~~ The student in these several practical departments was enabled to enjoy the lectures, the general instruction and the means of general culture, which could have been obtained in no other way, than by associating these Colleges with the University.

The student in the department of Agriculture or the mechanic arts in Cornell University had the benefit of the lectures of such men as Agassiz, of James Russell Lowell, of Bayard Taylor, of George William Curtis, and others like them, and the effect was to add to their culture and to expand and liberalize their minds.

So much for the plan in its general

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scope I now turn to it in its main divisions.

The first department especially provided for, and to which more thought has been given than any other is the department of Agriculture.

The trustees determined loyally to carry out the letter and the spirit of the act of Congress by making that one of the leading departments of the institution. They secured for it a body of Professors second to none in the United States, and in many respects, second to none in the world. For the department of Agricultural Chemistry; they chose Mr. George P. Caldwell at that time a professor of Agriculture and Vice President of the Agricultural College of Pennsylvania, Mr. Caldwell had received a practical training as a farmer, had pursued a scientific course at Cambridge & had continued that course at one of the most famous Agricultural Schools in Germany and had proved himself an excellent teacher in an Agricultural College.

To the department of Botany and Horticulture was assigned Mr Albert N. Prentiss a graduate of the Agricultural

College of Michigan and an assistant Professor in that institution, ~~and had been associated in his other instructions, at the same time as second hand~~

For the department of Veterinary Surgery, a department of vast importance and which has never been developed to any extent in this country, they secured one of the most eminent men in this field in the British Empire, Prof James Law of the Royal Veterinary College of London, eminent as a writer on veterinary science, and practice and no less eminent as a practitioner and surgical operator and also distinguished as a lecturer.

In connection with these were chosen a number of professors, & departments bearing more or less directly upon the science and practice of Agriculture,

Still further in order to promote the interest of the several departments in Agriculture, men eminent for their knowledge and practice of certain subjects were obtained as special lecturers, in no department of the institution has this been carried to such an extent as in ~~the~~ that department of Agriculture. Among these were such men as Riley Hayes & Weed & others

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To illustrate the course of instruction given, an excellent ~~library~~ has been provided for students in Agricultural Chemistry and also a collection of models illustrative of Veterinary Surgery and Zoology, and Botany, in their relation to Agriculture. Such has been obtained as extensive as that of any Agricultural College in the world.

No pains have been spared to make the equipment of models and diagrams the most complete possible,—the collection of models of plows, which attracted so much attention at the last worlds fair in Paris, was also purchased for this department.

In order to develope the practice of Agriculture in connection with instruction in the theory Mr Cornell gave to the institution a farm of over two hundred acres of land, and there was chosen to take general charge of it, as well as to direct instruction in Agriculture a professor of Agriculture.

Here great difficulties were encountered this was found to be one of the most difficult departments to fill satisfactorily in the whole institution.

Professor after Professor has been chosen but not one has been found to accomplish the work desired until it was undertaken by the present incumbent. The decision arrived at in regard to practical instruction, and the importance of practical illustrations is as follows.

First there has been established a general farm of about 100 acres placed under the direction of a practical farmer, one who is widely and favorably known, as a successful farmer, and in making farming pay.—

The gentleman who has taken the prize of the state agricultural society for the excellence of his farm, in a competition embracing the entire state.

The intention of this is to give an example of good practice of American farming, perfecting it every day, in accordance with the results of experiments made upon the special farm hereafter mentioned.

In order to make these experiments, the trustees have decided to establish a special farm, directly under the charge of the Professor of Agriculture.

This farm embraces about fifty

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acres — a barn carefully planned is now erecting, and various experiments will be conducted, of a sort calculated to benefit the Agricultural interests of the State.

The professor chosen to take charge of the farm and the department of practical Agriculture is Mr. Henry McCandless. Mr. McCandless comes from the Agricultural College of Glasnevin Ireland, he bears the highest testimonials as to his success, both as an instructor and a farm manager. It has been determined to let him carry out a series of experiments on the special farm of fifty acres, and it is hoped that some of the results shall be of a sort ~~result, to be adopted~~ upon the larger farm, and in Agricultural practice generally.

In persuance of their determination to carry out ~~to the full~~ the purpose ~~principle~~ of the act of Congress to make Agriculture a leading feature of the institution, they decided to do for this department what has been done for no other in the institution.

They voted to secure a special Professor who should deliver a general course of lectures on the general theory and practice of Agriculture, and they also voted that every candedate for a degree in every department should be required to attend and take notes upon these lectures. In order to make this requirment, more obligatory than as any other in the institution, it was declared that every excuse from attendance upon these courses of lectures should be required to be ratified by a vote of the executive committee of the trustees, so that no young man could be excused from attendance upon these courses of lectures, save by a concurrent vote of the faculty and trustees. The result was entirely satisfactory — the Hon John Stanton Gould, was chosen for this special lectureship on Agriculture, and it is a matter of notoriety that his lectures, infused a love for rural life, and Agricultural pursuits in the mind of many young men who never before had any tendency in that direction.

It was the remark of an eminent

Cornell University Library

Statesman of this State "that whereas in England every successful man hopes to retire from the City to the Country, in America successful men generally hope to retire from the Country to the City," he also added that one of the most useful ~~Georgonic~~ things that any Agricultural College could do, would be to infuse into the minds of its pupils such a taste for Agriculture that the prevailing influence would be counteracted.

I am satisfied that nothing could be done more conducive to this end than the establishment of this general course of lectures by the trustees of Cornell University. No young man no matter what the profession he has chosen can hear them without taking a higher view of the Agricultural profession and forming a new conception of rural life.

Nor was this all — in order to extend the benefits of that department as widely as possible, the faculty have recommended and the trustees have adopted a measure which has not been adopted in any other department

I allude to the establishment of short special courses, for young men who are unable to attend courses more extended, and breaking down for such special courses, the barrier of the dificult entrance examinations.

In addition to the four year course in Agriculture they have established shorter courses,

One of them requiring attendance in the lecture rooms and laboratories for only one year, and requiring only a mere preliminary examination, in the studies taught in the public schools.

The purpose of this was to give the department a larger scope and to extend its benefits more widely than those of any other department.

Individuals having relations to the institution of a very close kind have adopted the same view, and a larger sum has been offered by individuals for the purposes of this department than in any other single department of the University.

And in closing the statement in regard to this department I may

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and that Agriculture is the only profession, especially represented as such, in the board of trustees — the President of the State Agricultural Society being ex officio a member of the board.

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It will be seen then, that from first to last in the ~~representation~~ recognition of Agriculture as entitled to direct representation in the board of trustees — in the number of Professors chosen, in the purchase of illustrative collections and models in the bestowment of prizes and in the arrangements generally of the institution, the Agricultural College has been made a leading department of the institution.

I am aware that it may be said that the number of Students graduating in this department is very small compared with the ~~entire number~~ of graduates, — this is true, but for that neither the trustees nor the faculty of the University are to be blamed, it will take time for the farmers of the country to realize the importance of Agricultural instruction.

The committee must be well aware that the great majority of farmers

when they determine to educate their sons liberally do not generally wish to educate them as farmers, time alone can remedy this difficulty.

It ~~may~~ should also be said that the department has been cared for and provided for in all its details as fully as any other department in the University.

It is true that other departments with one or two exceptions are comparatively simple,

There are plenty of precedents in regard to their general management and details, but instruction in Agriculture is comparatively a new thing, it involves a great deal of preliminary work, and it also encounters great difficulties and drawbacks on the road to success, but I firmly believe that we are upon that road, that we have already solved the main difficulties, and that at no distant day our success will be in each of these departments as in others.

The committee must be aware that in regard to a department of this kind there is a great deal of loose talk

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current, & hastily formed judgements, which are ~~not~~ entitled to any very great weight in deciding upon experiments ~~and~~ Education.

It will readily see that the pursuit of Agriculture, is one of the most important of the whole series of mans pursuits, it can hardly be then that this alone of all the fields of mans labor cannot be provided for by the application of systematic knowledge and careful observation and thought.

Were this so, Agriculture would be the lowest of all mans pursuits, but it is not so; the whole history of Agriculture shows advances made by the application of scientific thought.

For can it be expected that this is to end here and now, the future has no less in store for us than the past has had, and sooner, or later, the earnest efforts made by the trustees and faculty of this institution cannot fail to tell for good upon the Agricultural progress of the State and Nation.

But the value of instruction in the University in its relation to Agriculture

is not to be measured by what is done for the Students who take a full Agricultural course, Every year we are sending out a large number of young men trained in the several science courses, to use their powers of observation and to reason upon the information thus obtained, and especially in regard to those things in nature, with which the Agriculturalist has to deal most directly. We are sending out to the farms and fields of the country every year a large body of men, not graduates of the department of Agriculture it is true, but trained in Botany, in Geology, in Chemistry and chemical manipulation in Zoology, and all these branches and with all these trained faculties with which our laymen can contribute to the development of Agriculture.

Mr Crandall's Remarks.

I would remind the commissioner that it is not merely the men trained in Agriculture, the most service practically to that profession, who have rendered

Probably if the farmers of the State of New York were called upon to morrow to name the man who in

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their judgement stands not only theoretically but practically at the head of their profession they would name one who receiving his training as a civil engineer but who by that very training in mathematical, physical and natural science was made able to do great good to his native state as an Agriculturalist.

In view of all these facts I reiterate the claim that from first to last the Cornell University true to both the letter and the spirit of its original charter has made Agriculture a leading department of the institution.

It would be strange indeed if Cornell University pursued

The Department of Mechanic Arts

The ~~other~~ objects of instruction of the institution specially named in the act of Congress as a land grant ~~is~~ was the mechanic arts. This to was a new department; hardly any ~~one~~ two practical men held the same theory in regard to its ~~development~~ aims or methods, hardly any two educators held the same view in regard to the practical method of carrying out the instruction

In this too the trustees determined to show themselves faithful to the ~~letter and the spirit of~~ both in letter and spirit their charters. They chose as the head of the department a gentleman who had first graduated at one of the leading Colleges in the State ~~country~~ and who had afterward taken a full course of instruction in civil and mechanical engineering, and who had ~~also~~ acquired an extended practical experience as a manufacturer and a manager of the shop in all its details — a man who had gone through the entire practical side of the department, from the use of tools to the superintendance of a manufactory.

They connected with him instructors in natural philosophy in civil engineering in mathematics and in other kindred departments.

A small workshop was first established and we felt our way carefully along until we were enabled to see with tolerable clearness a more comprehensive plan.

That plan having been presented at a meeting of the board of trustees, a member

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of the board, himself in early life a working man, came forward and placed at the disposal of the trustees the means of carrying out the plan proposed. Thus was founded the Sibley College.

Mr Sibley first gave to it the sum of nearly $30.000 to erect the building and then gave $10.000 for the purchase of machinery &c. To this he has since added the sum of $50.000 as an endowment fund, making in all in round numbers the sum of $90.000 for this department.

But while so much was done by an individual the board of trustees were not neglectful of the department and drawings

Machine

Models, of the best makes abroad were purchased, drawings were obtained and a large collection of models from the patent office of the United States was also secured.

Besides this there was secured in London by application to the British Government the great collection of documents published by the patent office authorities of Great Britain numbering nearly twenty five hundred volumes.

The Sibley College having been

erected and a quantity of the very best machinery obtained Mr John E Sweet of Syracuse N.Y. was chosen as superintendant of the shops. Mr Sweet had distinguished himself both as a practical mechanic and as a writer on subjects connected with machine construction. His model of a type setting engine attracted great attention at the last great Exposition in England.

During his stay in England, he made himself familiar with the processes in the trade at Birmingham and Sheffield, and above all this he has been a valuable contributor to enginiering science.

On returning to this country he became attached to the establishment of Sweet Bro's and Sweet Barnes and Company, in Syracuse and work of his done at that time elicited very great praise. At the time Mr Sweet was elected he was employed at a salary as large as could be offered him by the University to superintend the construction of iron bridges in

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various parts of the State, but he has formed an idea of the value of industrial instruction, and he accepted the invitation to take charge of the machine shop of the Sibley College. His management has been ~~successful~~ most satisfactory and that department is now a success.

It has always trained master mechanics and mechanical engineers, who beyond a doubt, are to take a leading place in the developing of the industries of this Country.

The general system of instruction in the department of mechanic arts is as follows.

The students are given a good basis of general instruction in mathematics, ~~in engineering~~, in reference to mechanics, in ~~mechanical~~ Mechanism, in science, in physics, and in general in all those branches that go to make up the knowledge that a thoroughly educated mechanical engineer ought to possess. In addition to this the Student in this department is thoroughly instructed in drawing, ~~the~~

Professors being hired for that purpose.

So far the system is not unlike that pursued at certain other Colleges, but in the practical instruction after looking over the work shops of several establishments of this sort I firmly believe that our institution is equaled by no other in the United States.

Every student in the department in addition to his studies and his practice as draughtsman, is obliged to take a certain number of hours of practice in the shop. ~~He~~ commence at the very biginning, he is not allowed to take up one process, until he has mastered that preceding.

Under careful direction of the superintendent of the shop he is trained in the best methods of the management of tools and machinery, from the simplest to the most complex. The result may be seen at the work shop, where young men in this department may be found executing ~~to order~~ mechanical work — work which

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would reflect honor on any work shop in the land. From this shop men are to go forth not only as theoretical, but practical mechanical engineers, such as civil engineers, such in theory & deficient, must be competent to go into any work shop and take charge of the work. The commission are perhaps aware, that hitherto the great dificulty has been that men very carefully educated in the theory of mechanical engineering, have found deficient in practice.

It has been very frequently that young men very skillful in mathematical calculations and admirable as draughtsmen have utterly failed to insure the respect of workmen, when they came into the shop.

A system of instruction like that carried on at the Sibley College will obviate this difficulty.

The trustees believe that in this department the problem is solved, that the right system has been adopted, that it is developing naturally and healthfully and needs only a limited time to give it all

the activity desirable.

I am aware that it may be said by some that instruction in mechanic arts means instruction in various trades, — a moments thought will show the entire fallacy of this; were our endowment twenty time as large as it is ever likely to be, we could not give instruction in the various mechanical pursuits. To do so would be a perversion of our endowment.

The proper schools for the instruction in the various subordinate mechanical trades is the simple village work shop, — no University, — no College can supercede these.

Every year thousands upon thousands receive this education, and no single institution, and no possible endowment would be sufficient to give it.

The proper field of the department of mechanic arts, is that instruction and that practice which fits men to take charge of the greater industries of the country, and which so fits them that they can easily take up and carry on successfully, any minor trade or branch of industry to which they choose.

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to apply themselves.

This is a view adapted by the authorities of the University — the ~~whole~~ but to all who ~~whole thought~~ have given to this problem. Any attempt made simply to teach ~~a number of the great~~ many ~~industries~~ trades, would be a perversion of their duty. Each one of the men sent forth from such an establishment as this will be of service in instruction in the various mechanical trades and pursuits, and in this view the plan as pursued is far more economical than any other.

I have spoken of what we have already done, and I have spoken also of the hopes of a larger development in this department of the institution, but this is not all. For a long time it has been the intention of those having charge of the interests of the University to embrace among the results of the institution the sending out of a body of trained young men as special teachers to the great centers of industry. ~~push for four or five years shall allow~~

The idea is to send — say to Rochester,

to Buffalo, to Syracuse, to Binghamton, to Albany, to Utica, to Ogdensburgh, and to various other places where large bodies of working men are congregated. Young graduates from this department who shall ~~have been instructed~~ have had instruction in mathematics, as applied to machinery, the general principles of machine construction, natural philosophy and ~~drawing~~, &c.

In this way the benefits of the institution can be very widely extended. But it may be said why not do this in the first place why not employ a body of instructors, to come up in the first place to these requirements of the mechanical professions. The simple reason is that no such body of instructors has yet existed. A few may be found but there are not enough to serve the State of New York alone; we have ~~yet~~ to make them, to train them and send them out for this purpose.

Besides all this even if there were such a body of men a mere loose organization without any center would soon degenerate into a mere shapeless purposeless mob of instructors and instructed. I firmly believe that it is possible to exercise

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a prodigious influence for good, in this manner — and this is one of the things which the Cornell University most earnestly hopes to do. I think it will be seen from the statement I have made as well as upon inspection of lecture rooms cabinets and shops, that the trustees have also been loyal to the purpose of the original act of Congress in regard to this department, and that it too has been made a leading department of the institution.

Another important department of the institution is the department of Civil Engineering. No department has greater and more important relations to the industries of the country. Its success has been all that could be desired, the number of its students has been very large, its instruction has been very thorough, and the rapidity with which its graduates have taken leading positions in the profession shows the estimation in which it is held by practical men throughout the State.

The Department of Architecture.

The profession offer greater inducements

to a young man of the proper turn of mind, than that of Architecture.

The rapidly increasing wealth of the country finds expression in lordly edifices, in churches, warehouses, residences, public buildings, and manufactories of all sorts. The skill and taste which satisfied the country twenty years ago satisfied it no longer. The number of properly trained Architects is very small: there is constantly an increasing demand, in all the states of the union, and especially in the larger cities for better trained men, men more thoroughly instructed in this profession.

It was in view of these facts that the department of architecture was established. A gentleman of high culture and of long experience in the profession was chosen to the professorship.

An Architectural Library the most extensive known in the department in this country, has been given to the department, models of construction have been obtained, a third drawing room has been set apart and occupied, and for nearly two years

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this department has been in successful operation.

The College of Chemistry and Physics.

No part of an institution like ours touches more departments than the ~~Laboratory~~. Our means have not allowed us to erect a costly permanent structure, but a large and convenient temporary structure of wood has been erected; in which the laboratories of the different departments in Chemistry have been placed. There are three Professors, each of whom have had the best of training in leading institutions at home and abroad.

Under Prof. Schaeffer come the Students in Analytical Chemistry ~~this department~~ ~~or~~.

In the olden time it was considered sufficient that a Professor of Chemistry should illustrate a course of Chemical lectures with experiments. To day the Professor in addition to that takes charge of the laboratories in which every student is obliged to take Chemical practice, to such an extent as at least to familiarize him with the simpler Chemical processes. To more advanced students, more advanced instruction is afforded. In charge of Chemistry as applied to manufactures and practical Chemistry is Professor King, the immediate practical value of this department will be seen at once. At the head of the department of agricultural Chemistry is Professor Caldwell to whom I have already alluded. There are more extensive laboratory buildings in the country, there are those having a larger number of Professors and instructors, but I firmly believe that there is none which is better organized and doing better work.

The College of Mining and Mining Engineering.

I have spoken thus far of what the Cornell University has done in sundry scientific and technical departments; this seems the proper place to speak of what it hopes to do, akin to these last mentioned. The commission are fully aware of the great and growing importance of the mining

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interests of the United States
and they certainly cannot be entirely una-
ware of the losses entailed upon the
country by unsuccessful mining and
unscientific investigations and processes.

Probably no country on earth has
a mineral interest so extended and
so varied ~~a certainty of a~~ a
great [illegible] none has made such slight
provision for the thorough instruction of men
to ~~scientifically~~ develope this great interest.

It is hoped that as the increase
of our endowment allows, there
may be established at the Cornell
University a department whose duty
it shall be especially to instruct
and train scientific miners, mining
engineers and metallurgists. This is
in accordance with the intention
of those who founded the institution
and it certainly is necessary to complete
our circle of Colleges already existing.

The College of History and Political and Social
Science;

Perhaps no ~~defect~~ is more
striking in the leading Colleges than

the want of any worthy and extended
system of instruction in social and
political science. It is true that some
slight instruction has been given at
various institutions in this department
but up to the founding of Cornell University
if an American student wished to hear
an extended course of lectures on
society or modern history, may - if he
wished a course of lectures of this
own country worthy the attention of
an educated man, he was obliged
to go to England, France or Germany,
for that purpose. No extended course
of lectures on the history of our own
country had been taught save that
by Laboulaye at the College of France
and by Neumann at the University of
Berlin. The authorities of the University
have made a beginning at least to give
instruction in this direction worthy of
this land and of these times. No such
extended and thorough course of historical
instruction has ever been attempted
by any College, as has been given at
Cornell University since its establishment.

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The College of Languages.

The act of Congress of 1862 speaks of instruction in Classical branches and the trustees mindful of this have made provision for classical instruction. They have called eminent Classical Scholars. They have provided one of the best classical libraries in this country. But this was not all more and more the importance of a knowledge of the language of the great modern nations has been recognized and a provision for instruction in these also has been made. The language of France and Germany as well as those of Italy, Spain, Sweden, and even the Orientals have been taught and they have been taught with a thoroughness which has never been surpassed in any American institution.

The College of Mathematics

This department which ~~teaches~~ as many parts of a system of instruction has been provided for. In addition to our full College course an advanced course has been provided and the department is equal to any in our country. This is a department which teaches the practical side of instruction no less than the theoretical. In the application of exact mathematical reasoning to many of the professions of life, and to many of the processes of the various arts, lies to a great extent the hope for their advancement, therefore it is that great pains have been taken to make the training of young men, in all departments, thorough in this respect.

The College of Natural History.

If there is any one fact in which the best modern thinkers on education agree, it is on the necessity of cultivating the powers of observation, in early education and the powers of accurate reasoning at all stages of education. It is in obedience to this conviction that the College of Natural History has been established its instruction has been of two sorts, on one side its aim has been the advancement

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of science, and on the other hand the direct application of science to practical uses.

After this College come three subordinate departments — the School of Botany the School of Geology, and the School of Zoology. Each one of these has been provided with the most thorough means of instruction and with the best illustrative collections that we have been able to afford, the best collection of specimens with as extended libraries as we could possibly provide, and the result has been that in all three of these departments Botany, Geology, and Zoology, the importance of their instruction has come to be widely felt not only for its scientific but for its practical value.

The College of Philosophy and Literature

The act of Congress to which I have referred especially declares in favor of liberal as well as practical education. It is in this view that the trustees have thought it their duty to provide for philosophic and

literary instruction. While the entire scope of the department is well filled, its especial strength lies in its instruction in our own language and literature. Strange as it may seem our own language and literature so with teaching as varied so extended and so rapidly extending over the earth's surface, the great language of commerce, has been in every institution of learning up to a recent period almost entirely excluded.

In providing a liberal education for young men, hitherto the very prevalent idea has been that the only worthy literary culture was to be obtained from the language of antiquity with possibly some little additions, from the languages of modern nations other than our own. But the governing body of this institution have determined to include our own language in these lists, and they have for that purpose secured not only excellent resident professors but eminent writers and thinkers have been summoned to deliver courses of lectures which should minister to the culture in our own language and literature

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of Students in all departments.

The College of Military Science.

The act of Congress of 1862 declares that military tactics shall be included among the subjects of study. The trustees have carried this out faithfully by requiring every Student who has not some valid excuse to take part in military exercises.

The purpose of this clause in the act is evident, the states of the union were then engaged in a Civil war and it was found that those states which stood on the side of the union had as a general rule entirely neglected the military instruction of young men. It was undoubtedly to prevent such a want in the future that this clause in the act was inserted.

It was an example of far reaching Statesmanship; although it is not likely the country is to be again conculsed by a civil war between States and sections — but in a republic like ours there is always reason to fear the attempt by some persons or interests to refuse

acquiescence in the execution of the laws. Nothing is a more wretched sight in such a case than to find the educated men of the country slinking into corners and yielding up the military control to bold and uneducated men — nothing can be more fatal to the permanence of good Government. There are two powers in every republican government which ought to be as far as possible in the hands of educated men. The power of ~~a~~bilitity to organize and command military bodies and the power of expressing ones ideas simply and fluently. Or in other words the power of thinking on ones feet. We have recognized our duty in both of these matters especially the former against many difficulties. We have developed a University battalion which is creditable not only to the institution but to the State of New York. It has been under charge of various persons fitted for the purpose and special credit is due for their exertions. Arms have been furnished by the State of New York and an officer of the United States army has been detailed by the War Department to take charge

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for the future. The only excuses recognized are conscientious scruples, physical disability, and in the case of students laboring for self support. No excuse is granted without thorough examination into the case, and the result is, that the University is sending forth every year a large body of young men educated in various departments but all qualified to take part in military organizations and if necessary to conduct them.

In addition to this, which has to do with the entire body of students, a comparatively small body every year has been carried farther in military instruction, by ~~[illegible]~~ training, and by a thorough system of lectures and instructions directed to this end. Such students have received special certificates.

I have now presented a history of each of the Special Colleges organized. I would now call your attention to [illegible]

The General Courses of Instruction

For the purpose of general instruction and to give the preliminary instruction in each of the Colleges and departments

already named, there have been organized three general courses of instruction.

The first of these is known as a Course in Science. It gives a general preliminary training in Natural Philosophy and Mathematical Science, with careful instruction in History and Literature. The first two years of this course are especially suited to students in Agriculture, Mechanical Engineering, Civil Engineering, Architecture, Veterinary Surgery &c and after these first two years students are at liberty to branch off into any of these various departments or Colleges where studies of a more special character are predominant.

The general characteristic of this course is, the stimulation of the powers of observation, and the cultivating of the powers of reasoning upon observation. Still other studies calculated to liberalize the mind, and to extend the mental horizon, are not excluded, and studies in modern languages as well as in the history and literature in our own tongue form important parts of this course.

Note. The Course in Literature

Among the most important pursuits

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and professions of life. That of the Journalist is rapidly becoming one of the most important.

Besides this it is found that in every calling there is a want of more exact knowledge of what men are doing and thinking in regard to the various historical political and social problems. It is to meet this want that the course in literature is established. This course while giving a moderate amount of science dwells especially upon History Political Economy and the modern languages and literatures.

The Course in Arts

The act of Congress declares, that Classical studies are not to be excluded, and it was in view of this that the course in arts has been established. It is simply a perfected classical course, made as thorough as the best scholarship can make it. It was determined to have the instruction the best that could be obtained, and especial care has been given to men in this department.

Thanks to Mr Cornell, the Library of Charles Anthon, probably the best classical

library ever formed in the country was purchased. To strengthen these interests the Philological Library of Professor Bopp the eminent Prussian Scholar, was also purchased, and although the students in that department is small the instruction is all the more thorough on that account, for the reason that those who wish to take classical studies from the love of them are not held back by a large body of young men in the same class who are taking them simply for the purpose of taking a degree.

I would call the attention of the Commission to this point especially. Hitherto as a rule in the leading Colleges and Universities all students alike have been forced through the same simple classical course — "to go through College" a man has been required to take Greek and Latin studies even when he loathed them. The consequences have been first, a great loss of time on the part of the very large numbers who have taken these studies without any desire to excell in them, or even to pursue them at all. Secondly; — the loss of mental strength on the part of large numbers for it is more certain to cause intellectual deterioration than the pursuing of studies

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in which one takes no interest and which the student desires to make as shallow as possible; — "thirdly; the breaking down of the character of American Classical Scholarship, by attaching to every twenty or thirty young men who really take an interest in classical studies, fifty or sixty young men who take no interest at all in such studies, because these former can go on no faster than the weakest and most careless can go on. There has been no chance for the earnest Classical Scholars, to press forward vigorously because this dead weight has been attached to them.

Under the system adopted at Cornell University classical scholars are held back by no such body of men, pursuing classical studies simply as a means of obtaining a degree. None are retained in the classical department, save those who come fully up to the standard — all others are required to go into other departments for which they are better fitted and are not allowed to embarass the classical department.

Elective Courses.

In order to extend the benefits of

general instruction as widely as possible young men are allowed to elect any three studies, out of all the studies pursued at the University; and to form a course suited to themselves subject to the approval of the faculty. This is especially valuable to those who can spend but a short time in the University.

It will be observed that all students are required to take at least three studies, the only exception to this is in the case of the students working for their own support, who are allowed to go on with two studies, or ten exercises a week.

Special Courses;

It often happens that a young man comes to the University with very marked tastes in a single direction, or an aim very distinctly formed and which he may desire to proceed as rapidly as possibly with — a young man may come desirous of fitting himself to take charge of a Chemical process in some branch of manufacturing or in some branch of work in a Geological survey or the analysis of soils for a special purpose.

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Every such person who is found to be earnest in his purpose and really qualified to devote himself to his chosen pursuit is allowed to become a "special student" in the department which he seeks to enter.

The only condition is, that he shall give as much time to that one department of study as students in other courses are required to give to three. In this way there has been still more usefulness in the developement of various industrial enterprises and interests.

Subsidiary Instruction

In addition to all these general and special courses which have been made as flexible as possible, in order to meet the wants of Students of all kinds, there has been subsidiary instruction in special branches. In the printing office some Students have been enabled to perfect themselves in type setting, and press work, in the photographic laboratory some young men have been enabled to familiarize themselves with photographic processes and in connection with the department of business some young men have gained some skill

in Telegraphy. Only a beginning has been made at this but there can be little doubt that as the University extends various branches of this sort of direct and immediate application will be called for.

Recapitulation

I trust the Commission will have seen by this time, that the trustees, and faculty, have labored earnestly, and faithfully, to carry out the intention of the Act. They have given to Agricultural Studies and to the mechanic arts, with the sciences subordinate to these and necessarily grouped about them the leading place. They have made a beginning of which they believe the State may justly be proud. They have also carried out the other purposes of the act, they have provided for classical and scientific instruction as therein required, and for military tactics, they have adopted other courses, general, and special to meet the wants of as many as possible. While maintaining

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thorough examinations, and a rigid standard of requirements in each. they have made their courses, very flexible so that every young man of any earnest purpose whatever, in any department can hardly fail to succeed. If more is needed to prove that the University authorities have been entirely loyal to the framers of the original charters, I may mention another class of facts. It will be found that while the courses of instruction, already alluded to have been maintained in a state of high efficiency, the departments specially mentioned by name in the original charters, have received as high a development as has been given them, in any part of the country, and in many respects higher.

An inspection of the Comptrollers reports, and of the salary acts and the accounts in the office of the assistant treasurer of the University will show that the trustees have expended, upon these two departments of Agriculture and of the Mechanic arts, more than they have received

as yet from the United States endowment fund. It will also be seen that had the trustees taken the narrow view of their duty - had they neglected all the requirements of the act, save those regarding the departments mentioned as leading departments, and established simply a College of Agriculture and a College of mechanic arts, leaving out a view entirely, all other departments or branches of instruction, even this would have required a larger sum than they have yet received from the United States endowment fund.

Had they done this, they would have been obliged in accordance with the dictates of common sense and by all the precedents set in other states to establish not only professorships directly bearing upon Agriculture and the mechanic arts but such professorships as those of Mathematics, Natural Philosophy, Chemistry, Modern Languages, Rhetoric, English Literature, Surveying, Draughting, and others which are indirectly connected with the departments and which are absolutely indespensible.

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To do this would have required more than the endowment received by us from the government. A little thought given to this will show that the plan adopted by us, is by far the most economical. The addition of one professorship to those absolutely indespensable to the College of Agriculture and mechanic arts, gives the department of civil engineering, the addition of two more, enables us to have a thorough classical course, and still further the addition of one or two, enables us to give an extended historical course and so on adding slightly to the nucleus formed by these two original departments, we are enabled to develope a University extended and thorough in all directions.

This the Legislature of the state of New York saw, and authorised it in express terms, but to do this not a dollar of public money has been taken. All the funds for this purpose of extending the University outside of its original departments, have come from individuals and especially from the endowment given by Ezra Cornell, — nay more it will be seen by the schedules which I

submit herewith, that not one dollar of public funds has been used for the purchase of grounds for the erections of buildings, for the purchase of books specimens and apparatus — Farms grounds, buildings, books, libraries, models, apparatus, and illustrative collections, all have been given as by individuals, to the amount of over $14.000.

The land embraces two hundred and fifty acres as valuable as any farming lands in the state of New York — The buildings have cost over $600.000 — The library is the third in size and the second in value, among those of American Colleges. The collection of apparatus, machinery, and models, by us in natural history, places the institution among the first, and in some respects as the first, of american institutions of learning. Not a dollar of public funds has been used, for any of these purposes, and I submit that in view of all this, that those who have managed this institution have a right to the commendation of their fellow citizens. With all respect I chalenge the commission

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to find an example in history of an institution more successfully begun.

It is a history of only five years to be sure but it is a history of the work of twenty years, done in five, and with this begining the University authorities have a right to ask the confidence of their fellowcitizens in developing the institution still further — in perfecting departments still in their infancy, and in building upon the foundation they have laid.

Having now presented the main features of the general system of instruction I ask your attention to the plan of government, — first,

The Board of Trustees

At the outset it was determined to avoid if possible the cause of weakness hitherto supposed to be inherent in College corporations, hitherto the trustees of Colleges and Universities have generally formed close corporations — The disadvantages of this are seen in a degree in very many of the older institutions for advanced instruction in all parts of the country.

In making up a board of trustees the following ideas have been followed.

First to insure the representation of as many interests entitled to representation as possible. Second, to have the principle of rotation in office, and the bringing in of new and vigorous blood. Thirdly, to maintain the conservative influences of the College and so prevent any sudden or half considered changes. To carry these ideas, the board of trustees is made to represent —

First, the State of New York through its Governor, Lieutenant Governor, and the Speaker of the Assembly.

Secondly, the giver of the original endowment is represented by himself during his life time and by his eldest son. The public school system of the state is represented by the superintendent of public instruction. The Agricultural interest of the State is represented by the president of the State Agricultural Society. The faculty of the institution is represented by its president. The institution, for the general literary culture of the surrounding country, is — the public

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library is represented by its librarian.
The Alumni of the institution are represented by five members chosen by them.
The community at large is represented by a body of fifteen men, each holding his position for five years. It is believed that this formation of our governing board, forms a guarantee for the representation of all classes of our fellowcitizens and that it insures both steadiness and firmness.

The Faculty

At the organization of the University advice was sought from many sources in regard to the choice of professors, the piece of advice most commonly given was as follows, "choose for your various professorships and professorships, the men who are recognized as standing at the head of their profession, men who have achieved high national reputations."

Those who gave this advice knew little of the difficulties in the case. To have obtained for the resident professorships these men of great and established reputation would have required far more than our entire endowment

even when it were possible to obtain them but in most cases it was impossible.

Nothing which we could offer would have induced Agassiz to leave his permanent residence in Cambridge and the Emperor of the French had already tempted him in vain with the most splendid offers ever made to a man of sciences nor could we have attracted Dana from New Haven or Henry from Washington. But even if we could have attracted these men it is very doubtful whether it would have been wise to have done so.

Hard work, very hard work was required of all professors in order to organize the various departments and a great deal of preliminary work.

These men, these very distinguished men had passed the period, when they could devote themselves, and give themselves up to this preliminary work.

But muscle and brain of active young men was necessary, and the plan was adapted, of securing young men who had a reputation to make and the ambition to make it.

To find these the great leaders in

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American science were consulted confidentially, and the University had the advantage of the confidential counsels of Agassiz, of Dana, of Peabody, of Pierce, and the rest. With great care the faculty was selected mainly compased of active energetic ambitious young men who had already begun to distinguish themselves and only longed for a wider field; to these of the resident professorships were also added a few older men to secure to the faculty the benefit of their experience. The result has amply proved the correctness of these statements, no faculty has ever done more or better work, not there has been no dead wood, no dry rock. This it is mainly that has enabled us, in these five years, as already stated to do the work of twenty years. But the status of the men of a high position already achieved was not last night. It was decided to establish a body of nonresident professors and lecturers who should visit the institution, and deliver brief courses of lectures, exhibiting the highest results of their research and thought, the reasons for this were as follows. First, one great draw back with

College distant from great centers of learning is that they breed in and in- that is they elect to their professorships, and instructorships, mainly their own graduates; they have little direct importation of new life from outside, and so to often become provincial, and narrow, revolving in a circle of ideas, and practices remaining the same from generation to generation.

The first purpose was to obviate this difficulty because the coming of men eminent in special directions from centers of thought or from other institutions is calculated to advance directly the various branches with which they have to do. Secondly; the great difficulty in instruction is the monotony of the regular established work- the coming of men especially eminent and known the very change involved in this is calculated to start new life in the whole body of students. It is under this system that the University is able to have the advantage of courses of lectures from Agassiz in Natural History, from Goldwin Smith, and James Anthony Froude, in History, from James Russel Lowell and George William Curtis, in our own literature.

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and from Bayard Taylor in German literature and History, and from such men as Louis, Allen, F. X. Willard, Dr. Agriculture Hexamer, Riley, and others in the country. In special departments of Agriculture by John Stanton Gould, and by Theodore W. Dwight in Constitutional History and Law, and by George W. Greene in American History.

I am aware that some have found fault with this, as tending to distract Students minds from the regular straight forward course of study. Those who have made this objection have certainly not considered the case in all its features.

These non-resident professors, and lectures have not been introduced into the University to deliver courses of lectures entirely new and foreign to the courses regularly pursued. It is not throwing into the organization materials difficult to be assimilated and foreign to the regular courses of instruction, but every course that is introduced has had direct relations to the courses of instruction already carried on in the institution.

The lectures of Agassiz came into direct relation with those of Professors Wilder,

and Hartt. The lectures of Professors Goldwin Smith, James Anthony Froude, Sheldon W. Dwight, George W. Greene, were secured to develop and still further extend the training given in the same departments by regular resident professors. The lectures of Hexamer Riley, Willard, and others were designed as supplimentary to courses given by the regular faculty, of the institution, and so throughout the system of resident professors and non-resident professors have been made to help each other and to be supplementary to each other.

If anything has been lost by breaking in briefly upon the current of regular University instruction, it has been far more than compensated by the stimulus it has given to new zeal and to new thought in the various departments. More than that, any student whose interest in his department had begun to flag has been aroused to new exertions by these non-resident professors and lectures not always because of their intrinsic superiority, but the very change in instruction has had its advantages.

By the terms of the original act

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the trustees are forbidden to select or to reject any person for any position in the University on account of any religious or political views that he may or may not entertain. This idea has been carried out faithfully. The faculty embraces men of all parties and schools of religious thought, but so far not the least symptom of any cast has betrayed itself.

The Students.

At the organization of the University in 1868 about four hundred students made their appearance, as candidates for admission, in the various departments, and from that day to this the whole number has gone on steadily increasing, although the standard of scholarship required of them for admission to the University, and continuance in it, has been steadily raised and rigidly maintained. Probably no institution in the country has lived up to its standard of examinations more faithfully. The great body of students are young men who have had to learn the value of time and money.

comparatively a small number comes from the wealthy classes, and the great Commercial Cities, and this is one reason perhaps why no body of young men so large has ever been controlled with so little difficulty. During this whole five years very few cases of discipline have occurred and the number of them seems to have diminished, from year to year, until during the present year, the attention of the faculty has hardly been called to a single case of disorder. The policy pursued in the relations of the faculty to the students, has been, to abstain from governing too much, and to allow a good degree of liberty, and in general, while carrying out the very brief code of necessary rules and regulations, to simply hold the young men to the observance of their duties as gentlemen, and scholars, and when it has been seen, that any young man will not ~~has not or would not~~ live up to this standard, to insist that he be removed from the University.

The faculty have avoided anything like disgracing young men under such circumstances, and as a general rule

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all removals of this sort, have been conducted quietly.

An element which seems to be on the side of decency and order was introduced by the Sage College for women. Sixteen young ladies have been with us during the past year; it is too early to tell what the effect produced has been, but every member of the faculty will testify that never has discipline been so easily maintained as during the past year — never has there been so little disorder. It certainly looks very much like cause and effect. and it looks all the more so to those who have seen a like state of things produced, and similar amelioration in order and studiousness in other institutions.

The University Estate;

The estate of the University consists of something over two hundred and fifty acres which has been assigned as follows. To the general farm, one hundred acres, To the special and experimental farm, fifty acres. To the grounds occupied by the buildings; fifty acres, and fifty acres to the Sage College, Botanical Gardens,

and Horticultural Grounds.

The University Buildings;

The buildings belonging to the University erected or finished, or in process of erection are eleven in number, and their entire cost is about $600,000. Of these, five are of stone, three are of brick and the remainder of wood. They are among the best of their kind in the United States.

The plain pursuit has been with the University Buildings, to build of stone as much as possible, but to lavish very little money, on ornamentation, making up by solidity, simplicity. In the buildings more recently erected by the gift of Mr Sage; beauty of ornamentation as well as solidity of construction, and probably on no buildings in the country can more artistic work be found, than on these. This has been thought desirable on many accounts. Mr Sage recognises the use of beauty, and even if there were no other value, the course pursued with these buildings, their advantage in affording, good and varied examples to students in the department of Architecture

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would warrant their plan of construction.

The Library.

The library of the institution now numbers somewhat over thirty seven thousand volums. It has been very carefully collected and brought together both by the purchase of single works and by extended collections.

The following summary will give an idea of what has been done in this department within the four years since the University organization. The library has acquired by purchase:

1 The Anthon Collection (classics and ancient history) — — — — — — — 7000 Vols
2 The Bopp Collection (philology) — — 2500 "
3 The Sparks Library (American history and miscellaneous) — — — — — 5000 "
4 Through the University Agents in Europe the Library has received in gifts,
1 The Goldwin Smith Collection (English history and literature) — — — — — — 3500 Vols
2 The White Collection (architecture) 1000 "
3 The Kelly Collection (mathematics) 1800 "
4 The Cornell Collection (agriculture) 1800 "
5 The British Patent Specifications 2600 "
6 The White Collection (miscellaneous) 4000 "

7 From various sources — — — — 1000 Vols

Making in all 35,000 volumes besides about 12,000 pamphlets chiefly historical. The library receives nearly one hundred periodicals, being a selection of the best literary and scientific serials of Europe and the country.

In addition to this there will soon be placed in the Presidents house upon the University grounds for the use of faculty and students, subject to reasonable safe guards, a private collection in History, General Literature, International Law, Political Economy, and the Arts, embracing about thirteen thousand volumes, more so that the entire number of volumes upon the University grounds for the use of the institution will exceed fifty thousand making a library entitled to rank beside the foremost in the country.

Illustrative Collections

The Collections include among others the following which will be increased as rapidly as possible

Natural History and Agriculture.

1 The Jewitt collection in Palaeontology.

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2 The Silliman collection in mineralogy.
3 The Hartt Brazilian collections.
4 The Ward collection of casts.
5 The Goldwin Smith collection of fossils.
6 The Wm Webb Allen Auzoux anatomical and veterinary collection.
7 The Grunc Smith ornithological collection.
8 The Newcomb conchological collection.
9 The Wilder goological collection.
10 The Rollestow archeological collection.
11 The collection of British cereals.
12 The Horace Mann herbarium.
13 The Prentiss Brazilian collection in botany.
14 The Rau models of ploughs.
15 The Brendel models of plants
16 The Law veterinary collection.

Technology and Physics

1 The Schröder collection of mechanical models
2 The Cambridge and Chester collections of mechanical models.
3 The Patent Office models.
4 The collections of engineering models and instruments.
5 A Collection of physical and Chemical apparatus.
6 Collection of photographs and diagrams.

The University Press

The University was founded in 1869 by the gift of a large steam printing

machine by the firm of Hoe Brothers of New York. and a large amount of printing material, by the firm of George Bruce Son & Co of the same city.

Other presses and a larger amount of material have since been added, and there has been created a very complete printing establishment. From it have been issued all the University documents, catalogues examination papers, blanks notices and various text books and pamphlets, and during a portion of the time a weekly paper published by the Students. Water power is supplied without cost thus diminishing the general expenses of the establishment. The latter is under the charge of a skillful superintendant and while we have been obliged to employ other labor to some extent many students have found work in the establishment.

The Laboratories.

Laboratories more or less complete have been attached to nearly every scientific department. The Chemical Laboratories although not temporary are large and convenient and thoroughly suited to their purposes. The Geological Laboratory is also well situated

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and equipped, and the Laboratory in Natural History, though by no means extended as we trust it may become is sufficient for every present purpose. The Botanical Laboratory will be admirably provided for in the Sage College buildings. It is very desirable that at the earliest day possible a Physical Laboratory for the use of advanced and special Students in Natural Philosophy be provided.

Draughting Rooms;

There are three of these at present, two of a large size and one of a smaller, One for the Students in Civil Engineering, one in Mechanical Engineering and one for Architecture. Excellent work has been done in these, but we hope at an early day to add a Professor of Free-hand-Drawing - who shall give instruction in all three of these rooms. The value of this has already been recognized throughout the country, and the State of Massachusetts in the City of Boston, have called a man to organize this department throughout the entire State, and City on a scale very thorough and extended.

State Scholarships.

By the terms of the State act of 1865 it was provided that a certain number of Students should be received free of all charge for tuition, such Students to be selected by competitive examination in the various assembly districts of the State. Under a narrow construction of this law we might have refused to receive more than one hundred and twenty eight Students at one time, but under that act provided that free instruction shall be given to one student from each assembly district, to be chosen each year, and that each student thus chosen shall be entitled to instruction free of charge for four years. This makes the entire number of free scholarships provided for five hundred and twelve.

Although the state has not generally availed itself fully of this provision, the number of Students from the various districts is large and steadily increasing.

Self Supporting Labor

Perhaps on no subject regarding the institution has there been a greater

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misunderstanding that in relation to this. It has been believed by some that the endowment made by the general Government was for the purpose of enabling men to support themselves while obtaining an education. Desirable as this is such was not the intent of those who gave the state and national charter.—

Neither the phraseology of the act of Congress or the legislature, nor the intention of the State and national charters sanction such a construction. The honored founder of Cornell University has always had this idea deeply at heart. The trustees and faculty have entered into it and determined to do what they can to advance it. That it is admirable and noble and will in the end be largely accomplished I fully believe. We have done more to carry it out, than any institution has ever done. Our books show that over thirty thousand dollars have all ready been expended on labor of all sorts done by students. Students labor has always been preferred, when it could be made to harmonize with the educational purpose of the institution.

But the main purpose of the institution is to give the education needed by the country and these times. According to the terms laid down by the act of Congress and the State legislature, and to carry out Mr Cornells ideas in addition to this as rapidly as possible, but to make it entirely successful demands time and especial vigilance. There must be some failures some stumbling but every thing shows that we are steadily working toward his aim in this matter.

But in regard to any other acts it should be understood, that the primary purpose of the University, is not to enable students to support themselves and it is very doubtful whether we would have a right to apply the national endowment of the University to such a purpose.

Religious Relations.

From a statement made in a document issued by the University, I would present the following remarks under this head

The Cornell University is governed by a body of Christian Trustees conducted by Christian Professors, and is a Christian

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Institution as the Public School system of this State is Christian. Its inauguration exercises were commenced with simple Christian worship, and not a public exercise of any sort has taken place since that has not been begun with that great comprehensive petition from the Founder of Christianity Him-self— The Lords Prayer.

Every working day since that has been begun in the University Chapel in the same manner.

It is not believed, however that forcing young men to attend chapel exercises promotes reverence for Christian graces. It is believed that even a handful of Students coming voluntarily and taking part heartily, is better than hundreds forced to come under penalties, and either sitting listlessly, or preparing their lessons stealthily for the following hour.

Students organization to have been formed. The young Men's Christian Association has been provided with a commodious room, beautifully fitted, in the University buildings, and is working to excellent purpose.

The University is therefore a Christian Institution— but it is not sectarian. Its endowment by the General Government and its State Charter forbid

it expressly from making distinction as to belief. It belongs to the entire people of the State, not to any party, division, sect, synod, conference, convention or convocation.

It is hoped and believed that strong young men, thoroughly equipped, will go forth from its halls to do battle for truth and right in the Christian ministry as in other profession; but its object is not to give an institution for any one denomination exclusively, to train up its young clergymen or to provide snug sleeping places for its old ones.

As to this, as to every other point, it would be well for young men who think of entering College to examine for themselves. The University authorities have certainly the right to ask that they be not judged by the representation of the paid perambulating agents or certain prejudiced alumni of any sectarian college. Young men should remember that hardly any advance in education has escaped the charges "Godlessness," "infidelity" and "atheism;" and that classical scholarship itself, when it was substituted for studies in the mediaeval scholastic philosophy was stigmatized in exactly the same terms now applied to the new education.

During the past year two gifts have been made calculated to strengthen the

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institution greatly in these respects by the Hon. Henry W. Sage, one the gift of a beautiful Chapel the other the gift of $30000 as an endowment for a series of lectures by the leading Clergymen of all denominations. It is thought in this way the great body of Students instead of being forced into the Chapel, may be attracted into it and be brought into a contact with the leaders of Religious thought in the land, and so be influenced strongly for good.

Expenses of Students.

Every effort has been made to keep the expenses of Students as low as possible. The regular tuition fees for paying Students have been set at a rate lower than those adopted at any of the Scientific and industrial Schools of the Country. As already stated five hundred and twelve competitive scholarships have been opened to Students from this State, and I may say in addition to this that a large number of poor and meritorious Students from this and other states have had their tuition fees remitted.

It is our intention that no really meritorious Student shall ever be obliged to leave the institution for want of money to pay his tuition fees.

Conclusion.

I have now presented the history of the University for the past five years I respectfully submit to the Commission that it is a history of faithful planning and of careful execution of the unremitted labor of a large body of active enthusiastic cultivated men. That so far as the best thought of the country goes this labor and planning has been expended in a way best calculated to advance the general industrial education of the country.

That it is a noble beginning — that there is every promise for its noble continuance and that it merits not fault finding because still larger results have not been realized but thankfulness that the results are so great and promising.

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Cornell University
Aug 1873

Revd James McCosh D.D.
Dear Sir
Yr Serv.

I prized the thoughtful manner that you attack and ridicule the System of Scientific and Industrial Education which is just beginning to take root and spread so rapidly in all parts of the Union

For, as a rule, the great majority of the unlearned respectable Metaphysicians of the world have steadily opposed every real advance in education especially in the Natural or Physical Sciences. From the first years of the Sixteenth Century when they fought against Scholasticism and against Classical Scholarship - down to these last days of the Nineteenth Century when they fight for an absurd

pretence to a certain combination of Studies called "Classical". and oppose or emasculate Studies in the Sciences, the rule remains the same. The fact that a few like John Stuart Mill or President Porter have done much to break away from this time honored procedure is to be classed among exceptions helping to prove the rule.

I do not presume to deny your entire conscientiousness. I grant it. Just as I must grant it in the case of the Metaphysical Theologians in Italy who recently destroyed the "Accademia del Cimento" - or of those in Spain who early in the century drove out every teacher of real Science from the Universities of that Country - or of those of England who have kept generation after generation in Universities and Public Schools at sudden ground - fixed and

from the man who stood by William
the Silent is regarded quite as
highly as descent from those who
were led by John Knox.

The College to which [illegible]
[illegible] has would [illegible] the distinction
which appears to have invited [illegible]
into the [illegible] agencies.

While at many other colleges
[illegible] were preaching in
the time honored style against
"Science falsely so Called" - Rutgers
College went to work at Stevens,
a noble Scientific School, and did
it. Prof Cook - carried on the
work - placed in Charge of it
Prof Cook - a man whose merits [illegible]
may not be aware of - but the
Brandegee Salt-Lake Party knew it when
he applied his science to their
industry and the Japanese Govern-
ment knew it when they submitted
their Coal & ores to him. The
~~Commission~~ State of New Jersey
made the authorities of that

College the guardians of the
Share of the National Endowment
which fell to that State under
the Act of 1862. ~~From ask "why~~
This was not done because
Rutgers College was "managed"
by a few of Dutchmen - but be-
cause its authorities were awake
while others were asleep. Because
while others were ~~silent~~ uttering
solemn routine warnings against
"Science falsely so [illegible]" they were
working to develop & apply the
Science ~~of Soils of the State~~ to the Prosperity of the State & Nation
to the advancement of Man.
- because while others were
afflicted with skepticism & doubt.
skepticism as to the safety of looking into God's
Universe as he has made it - they
had faith - faith that it
is safe & good to study reverently
& thoroughly the truth in ~~every~~
its every manifestation
But ~~I pass to the~~ Strongest
Thing of all in Your Charter

Speech - Gov [illegible] manner

You are aware Prof Gow or any other has applied Logic to [illegible] in Metaphysics - how the first rule of Logic in controversy would seem to be that the position of the [illegible] party attacked be stated with at least the appearance of fairness

Unintentionally, doubtless, but I have the less Reason to say that your whole Argument is based on the stand with a violation of this rule

The relation

Cornell in your Accomplishing that the purpose of the Congressional Grant of 1862 was to establish Strictly Agricultural Colleges or institutions for Agriculture in Practice - You aim to show how unexpected the ask has been in Agriculture - how few Agricultural students have become farmers. Common but now Agriculture is a very [illegible] Entertainment. The simplest reading of the Act will show you that Classical Scientific & Mechanic instruction were also required by that act - and that of the Subjects of Study enumerated as "Leading Branches" Agriculture Com. Architecture - Chemistry the Mechanic Arts, covers a much broader Variety of Subjects of Study, than the other.

How Still Can did you recognize the fact that various States of the State of New York pr Granted - in consideration of the added

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of ~~other~~ Courts endowments from ~~other~~ sources, ~~and~~ authorized the ~~establishment~~ in ~~their~~ ~~establishment~~ of any other Studies ~~of~~ the Trustees may see fit to add.

It seems unaccountable that you should have read the Act of Congress and made such an argument. ~~and~~ I submit that it is ~~beyond~~ just to suppose the ~~public~~ part of the Act is the only. ~~and for an argument~~ on ~~Requirements have been made~~ for ~~because~~ "the endowment can be given" was ~~given to establish~~ Professorships" &c

Legislature of New Jersey for ~~establishing~~ the National Institution

~~grant~~ may be ~~regarded~~ ~~the~~ ~~grant~~ for ~~Professorships~~ of Dutchess" &c Religious Exercises

It is hardly fair to the rest of us that ~~we~~ be held up to ridicule for ~~the~~ religious requirements which the Act did not contain

The Act of 1862 was ~~first~~ championed by a man ~~who~~ Civil & Mild ~~as~~ known to

Senate of the United States. His principal supporters are also still living and if the Act and the circumstances of its passage are not known to them it is for ~~want~~ of ~~them~~ asking. They can do so. and they will ~~be~~ ~~grateful~~ for the right of ~~Examples~~ ~~of~~ ~~Examples~~ ~~of~~ ~~Examples~~ ~~of~~

Colleges they were carried out in a subordinate position - this was the case in the Universities of Scotland & the Mechanic's Inst.

The Land-Such Schools to cause to taught must learn from Colony. - must be carried on Practically - this is the simple historical reason for the carried out system in force of the General & Classical Scientific Instruction. The Country was at that time in the midst of a desperate civil war. in which it was found that the Public Schools of the States afforded great advantage over the State and demanded from the Universities "Military instruction" It was contended that the endowments should be applied to what could be carried in Books & Practice - Demand &c

All this you flew over and kept out of view - and having done this you attack these Scientific & Industrial institutions as Simply as "Agricultural Colleges" producing them with can fairly be termed so Failures

Def- as Code at Cornell. The State of Illinois Incorporated it upon condition of the grant to

Now I deny that they have failed.

Now if they had failed in this one part of their plan as fixed by Congress it would not be a fatal objection against them. They might still be very successful in the other branches on which their is laid in the gift Agricultural element

Now if they had failed it would not be a fatal knell of Agricultural instruction in any one out of several branches

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of all the Jews for Worthy. Jew
a Manufacturing Journey
Can you attack, on the supposi-
tion that these institutions are
to be found "Agricultural Colleges"
and on that fact Why Agricultural
instruction & this is Confining to
the Faculty of the ... Confining
to the Study ... and -
You attack these institutions
as Agricultural Colleges should
be.

Take I care now to go
the outline of this institution. This
is perhaps in fact outline a
large. I that wh. I am called to
Organizing professed against when
in his Study On the certain ac-
descension in progress - but we
will pass that. You remark that
it proclaimed a very small number
in Agriculture & call attention to
the fraction of it understood.

Having confessed Incorrect
Views of deduced from view

Regarded by the Act of Congress
- and the Institutions for two any
one can denies that they are
doing Excellent work in the
other than Regarded branches.

But they have not failed.
The Agricultural Colleges of
Massachusetts Michigan Their
work in Agriculture Compares
Considering the & Newness of the pub-
lic idea. the difficulty of
delegating Just what is wanted
- the Public disbelief among the
Great Body of people in a
thing that savors of book farming
- the great attraction of the many
other pursuits of Labor... & the fact
that the farmers of the Colleges
have generally done it to left
into above farming - the great
wonder is that they have done
so well as they have done
Look at of the Various Agri-
cultural Colleges. Take those
of Massachusetts & Michigan &

the difficulty of finding how to obtain and so complex a problem

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Iowa or Ky. - Each one of them is considering it's part in advanced work.

Take the work of the Agricultural College ~~Institute of Technology~~ in Massachusetts. It has sent out very few a little bit of young men small in numbers but year by year they have not let any great numbers of students ~~young~~ devoted to Agriculture. ~~It would be years before they would~~. It will take time for the country to understand that a person is really any better in his calling ~~let that time will come~~ when the sons of his progressive ~~neighbors~~ neighbor will take time to go over the Journal after a description of an agricultural institution. The "Shingling of Land." because it is cheap - but on speculation from man down. Then the results will be seen and ~~some~~ two or more young men will be anxious to know what is done in the farming

of the Dutchmans or the Pays de Vaux - where men get more from very small tracts than we get from very large ones.

- it will take time for young men to find that ~~to attend~~ courses in the Agricultural College will be Educated to influence young men or to petition ~~Congress~~ in Judicial Courts - but the time will come. it will take time for them to see a much certainty in obtaining ~~Steamboat~~ careful research & close study in to better farming or to induce young men to buy ribbons & Tape - but the time is coming and the ~~as~~ as it ~~is~~ approaches the number of Agricultural ~~Students~~ in Agriculture will grow apace.

That is the success of the Agricultural Colleges to be Judged by the small number of their students. Not at all. - The Agricultural College at Cornell is making various experiments - some of great value and that on the Economic Cultivation of the best root for Sugar

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chester Agricultural

~~Agricultural~~ if this fails will be worth
for known to the county than the
whole of the endowment of the College
~~It would have been more than~~ If it
succeeds it will add immensely to
the wealth of the county. If it
fails it will have spread Correct
for generations knowledge

The Agricultural Department
of the Industrial Journal of Nov.
last is [illegible] of the argument
among [illegible] in regard to the
Value of Wheat as the Invariable
when that has ~~experienced~~ the
declining effects of the foreign Corn
does not ~~for~~ that there is a change
in the commodity also for that
College to mean than when the
value is endowment

~~The Agricultural Professor of~~
~~John Cobbe~~. ~~Sheffield Scientific School~~
~~of Yale College~~ is on ~~J. Stuart~~ of

You allow that the Sheffield
Scientific School of Yale College is
deficient. Good Work ~~and~~ certainly not in

the way of Barn & Agricultural
Journals" - and will for any
for the observations on Fertility
made in the Laboratory of that
institution have exploded ~~out of~~
the Farm of the Corn Lands upon
the farming ~~community~~ and ~~Science~~
~~Research Seed Beans~~ saved
~~to~~ Ten times the endowment
of that School.

You remark the small number
of Farmers who took degrees in
"Agriculture at the Land Grant
Colleges. You are right as to that
- but, the most eminent dairymen
have testified that the ~~professor of~~
investigations & papers of Prof Cook
will in ~~Chemistry~~ in regard to the
Chemistry of the Dairy have been
~~to~~ ~~of~~ ~~Dairy~~ ~~Farmers~~ Dairy Farmers
~~Stock~~ in a very flattering manner
~~the Cattle of Geneseo~~ ~~Recognized~~ Mr
Arnold. The most eminent of Mr
York authorities on that subject
~~to~~ declares himself ready

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to certify that that an institution of Prof Caldwell alone is worth to the State the whole endowment.

The Report of another Professor in regard to the diseases of animals & the Veterinary Course has been thought worthy of high Commendation in the 2d Report and later by the Trustees & Visitors of the University. This Council also has in one of their Reports [illegible] Educational Interests & Wants of the State & the urgent importance of the subject has invited special communications from Breeders to the Board of Agriculture on the proper Question of "Stall feeding or Soiling" of Cattle. & the Value of Root Crops and the Stall feeding or Soiling" of Cattle. Hon George Geddes in an address recognized the importance of State Agricultural Education to the State and also Prof Caldwell in his Report to the Trustees on Agricultural Chemistry & the Veterinary Course in which the Trustees have declared publicly that "Short Courses of Personal Training would be worth to the County more than the Entire University Endowment. Can we wait to see if it succeeds or fails".

Can speak of the ill success of Foreign Agricultural Schools? I have visited nearly every [illegible] and do not pretend to be familiar. The School at Roville, is a blessing to the whole of France. The Agricultural College at Grignon is doing a work worth all it cost. — Even there whose success is more doubtful. like Grignon & La Saulsaie have repaid the expenditure of them. They should not be at the point a map of France dotted to represent the agricultural improvements carried out by its Students. and it was [illegible] that [illegible] learned what could be known in the Ecole — and the latter that [illegible] learned what enabled him to reclaim the finest district of peat the world of a swamp. and it [illegible] for money to compete.

But the efficiency of

The Andrew Dickson White Papers, Cornell University

~~Introduction~~ Introduction

As you request to the ~~Co~~ Agricultural Committee of Cornell University - I would like to state an ~~function~~ history has on the point. We have two farms. One is a Large farm carried on by a plain substantial American farmer. Who has taken the ~~highest~~ Gold Medal of the State Agricultural Society. for the best managed farm - & which is better - has made such a large profit - ~~and has made a fortune~~ & a fortune - ~~Our~~ Our Farmer has ~~taken~~ ~~advantage~~ made a considerable fortune in getting ~~the~~ farm buildings - drainage &c. ~~but~~ but this is ~~now~~ ~~easy~~ ~~been~~ to teach a fair profit. Our farmers favor "in theory" and it is hardly likely that he will distribute by if a fair profit is ~~to~~ obtained

Our second farm of about fifty acres is intended as a ~~Practical~~ Experimental farm. and I shall be very much

surprised if it does. Or else it is intended to ~~be~~ keep specimens of various breeds of stock ~~to~~ & to conduct various experiment of use to the State - and ~~will be a~~ will be ~~a~~ of use in addition to the College Museum as a Museum of ~~the~~ Natural History

Andrew Dickson [illegible] Papers, Cornell University

The Revd James McCosh D.D
President of Princeton College

Dear Sir

I have the pleasure of the Educational Committee recently appointed at Illinois. I was appointed to [illegible] read a paper upon Upper Schools

I [illegible] by the duties and [illegible] of other duties and [illegible] the [illegible] of the Committee [illegible] which I confide to the hearing of your paper

I have read I learn that you were to [illegible] the subject to attend the [illegible] established by the [illegible] States in 1862 for [illegible] Scientific & Technological education and especially how I learn that the Committee [illegible] to be [illegible] specially encouraged I would learn whether there will also [illegible] have heard from papers & [illegible] from suggestions who have not been [illegible]

As the matter stands there is no way of securing the [illegible] from [illegible] but from that from [illegible] fully and [illegible] [illegible] [illegible]

I [illegible] and think of [illegible]

Newport R.I.

The accomplishment of the purposes of the Act of 1862 was to establish [illegible] Agricultural Colleges or institutions for Agricultural instruction

This is now not at all the case. The [illegible] Study of the Natural Sciences [illegible] Chemical & Scientific [illegible] & Mechanical instruction [illegible] also [illegible] but beyond [illegible] [illegible] of the Study of the Agriculture [illegible]

The Mechanic Arts [illegible]

[illegible]

If you read the address I have [illegible] to be delivered at the inauguration - if you did not read it I [illegible] they will be sent [illegible] attack on the Establishment adopted of the Several Provinces [illegible] by [illegible] & carried out by bodies of Trustees & Regents in [illegible] constant [illegible] the trouble to read the acts on which all the institutions are based.

I might speak of the efficiency of Chemical in a [illegible] but I [illegible] have found learned in Holland & England - [illegible] St Paul Girl - [illegible]

The Andrew Dickson White Papers, Cornell University

Wm. Henry Van Rensselaer of Albany

The Andrew Dickson White Papers, Cornell University

Reel 146

Segment 2

The Andrew Dickson White Papers, Cornell University

Bulletin of Information Students' Catalogue Oct-24-6-23

Lord - My Custom since Organization of University.

This Year I have made beyond the usual lines.

Have felt that the interest of the University - the Students - and last least those of the town demanded - Calm deliberation

General purpose - Development of all powers - Culture & Discipline

Special Purpose - Old idea of sole purpose of College Study Your own. Its advantages Incidental disadvantages Education - John Foster's Essay

Attention called to certain principles & facts which bear upon Conduct of Student Life

1 Need of Thoroughness - Simplify Educated men

Study Thoroughly first. Time

2 Do not be in a hurry Thoroughness obtained by the general Examples of Easy men

leaving their Course - Question of Transfer

3 Do not yield to distractions. Keep to the main purpose

A Advantages of a place of Moderate Size.

B College Politics

C " Literature - Somebody else wrote — Choice of Real Subjects Last 2 weeks

D College Demagogues - Buzzers. Index of Sluggish Minds - Keep Aloof

E The Soul of Man who succeeds

Phys. Exercise

5 Physical Culture - Importance of, Various Good Methods - Labor. (Read Class dispargy Read) Boating - ball play - Gymnastics - Dangers of Overdoing Reduced ad absurdum in the Cleveland Case

Walking with Conversation - The English Constitutional

Diet - Inhaled air - green - hasty meals. Obtain perusal of the frying pan

Archives Digitization Project, Royal Canadian University

Moral Culture
Laborare Est Orare - Sunday
School Hymns. Good Practice of the
New Education in this Respect - Labora-
atories Shops - Friendly Offices &c.

Good Theory of the New education -
Study of the Thing as well as the book
about the Thing.

Good Rules - History of the Cash
Year - 500 Students & the Serious
Impingement of Discipline

Safety to Morals of College - Prof.
Porter's Idea.

Hardening System given up.

Respect for Man & his Manhood
Having an Violating this. Our Record
& additional rule.

Respect for Womanhood. Advances
& Lowers - Effect on Conduct & Language
Profanity & Indecency
Theirs of Conclusions - College Friend-

Ships - Shaking off bad Companions

? Certain Evil habits - Struggle with them
63 - ~~the~~ Power of Cleanliness - Respect for a Gentleman
Relation to the Faculty - Fallacies
~~Real friendship Prof to Pupils~~
~~Broad-minded~~ Prof to Students as friends.

Relation to University. Fallacy re-
Standing Faculty.

Religious Culture - Chapel - The
Old Idea - Any hope for
Union Chapel - Church.
Divine Church - Serving Com-
ity -

Andrew Dickson White Papers, Cornell University

5

College Faculty
- by own position
Justice to the good men of the
faculty. —

Arguments against -
Dr Crosby. Exposure.
Unawareness
Vealmen Utopian Appeal to Open Faculty.
Budget Committee
Interference - with pres

Arguments for. Solidarity. 3 Value of Examples
Practical 2 Issue of influence
original Reduction of Evil to a Minimum
Influence of Gradually - K.A. Trade also
Example - Yale Stress Sea

Reality Plan out - Difficulties - Turf + Weeds
Principle - We can't do for any one
out but not all
Action of Faculty - in view of
all this -
Read Resolutions

6

Appeal to Student member of faculty
Use that can be made of them
If you feel that they could take
Wise help - From you husband
by Mrs Thompson than or to
Work Coon from them.

Appeal to Students at large -
Let it be a Year of hard work
Can or. each pair of the Faculty Student
Committees -
Scratch in of the work before Jan
the Struggle for Reform - Position always
for Relief across Jan. - Letters
The world needs type of Christian character in the building up of the Spiritual
of our blessed Country - and of the
Our Brethren & Redeemer

To any thoughtful man
~~looks over the worlds civilizatio~~
this second half of the 19th Cent
and who has strength of vision
look through the personal and
olitical struggles which merely
uffle the surface of affairs,
of the most interesting of exist-
things is the great industrial
fare carried on between the
ipal modern

for prominence in the leading in-
dustries of the world.

But still more interesting
than this warfare itself is the way
in which it is carried on. The
main engine is no longer a system
of restrictions or stimulants by means
of tariffs or bounties; in most mod-
ern states, the idea of protect
are past. The great effort is no
longer to knock off the skill and taste
which are without the nation, but to develop

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In Great Britain too, we see the same effort. Her college at Cirencester and various subordinate schools in Ireland and elsewhere are making valuable experiments & training valuable men. Her ~~Royal~~ Agricultural ~~Society~~ and ~~improve it~~. Her too the number of students wholly devoted to agriculture is not large, ~~yet~~ the important effect is that from all these institutions men are going forth into the moving world trained to observe — trained to conduct experiments —

observation and trained to reason on experiments — trained to apply the results thus obtained to ~~actual~~ practice.

As to advanced education in sciences having upon the Mechanic Arts the efforts of the modern states are still more brilliant. The great School of Arts & Trades at Paris is ~~first~~ one of the most splendid triumphs of ~~advanced~~ this Century. In its galleries stand machines and models illustrating the development

of every motor and of every important machine. Fully half a million of dollars have been expended on these models alone. A corps of able professors lecture on the various sciences which can be applied practically to the development of mechanical industry; and this immense collection of models and machines together with laboratories filled with the choicest apparatus serving them for illustration. Take for example

the subject of steam as a motor ~~and the steam engine~~. In these halls stands every form of machinery for the application of steam; from the very earliest to the latest. Working models of Papins digester, Solomon de Caus' rude engine, the engines of Savary & Newcomen, and Watt show the steps taken in the development of this great motive power in modern industry. All the efforts from Papin to Watt. All the steps in the development of marine engines from John Fitch to Penn and all the steps in the development of locomotive engines from Trevithick & Stephenson to Baldwin & Borsig motors, pumping engines, hoisting engines

everything from the earliest to the latest is represented by working models.

Even more splendid in some respects is the more recent establishment of the English Government at South Kensington especially when taken in connection with the affiliated establishments which have been created in the various parts of the British Islands. This differs from the Conservatory of Arts & Trades in that its main object seems to be of the aesthetic side of the improvement, to bear upon the

mechanic arts. Millions upon millions have been lavished by the British Government, in bringing to the museums at South Kensington the most perfect and beautiful products of the industry of other nations. The result has been most beneficial. Troops of artizans of every kind may be seen engaged in the museum and lecture rooms; and taking into account all the great efforts of this institution, its creation will return the investment of the nation a hundred fold.

In Germany ~~that~~ while their great museums having on agriculture and the mechanic arts are less brilliant than those of England and France there is perhaps a better system of instruction. Nothing can exceed the perfection for actual work of such establishments as those at Berlin Carlsruhe and Stuttgart. In them the effort seems to be by most thorough use of the drawing room and the study of machines and models to send

out men to develope the great industries so as to compete with those of England and France. Nobly has this been accomplished. Such great establishments as that of Krupp at Essen and Borsig at Berlin are among the wonders of the world. The former is the most important of its kind on our planet. It may surprise those who think that the old countries are worn out and that vigorous life exists only in our own semi-Western, to be

told that our greatest establishments are
~~but as toys~~ ~~nes nothing~~ compared to ~~that~~ those I have
just named. We have no establish-
ment employing such ponderous
machinery; we have none turning out
such excellent products; we have none
employing such multitudes of men.

The republic of Switzerland too
keeps fully abreast its stronger sisters
in this warfare. The college for
instruction in the mechanic arts at
Zurich is one of the finest in Europe

and connected with this is a whole
system of institutions for instruction
in the sciences having on the various
industries. As regards civil engi-
neering and architecture inseparably con-
nected as they are, with any great
worthy national system of instruction
in sciences applied to industry, the
great establishments of Europe are widely
known ~~as that they~~ to Lastly require refer-
ence here. As to Mining engi-
neering, the Colleges of mines at Paris,

[redacted]

London, Freiburg and St Petersburg are world renowned.

Up to within two or three years, this nation with all its boasted intelligence has been obliged to send its young men to one of these to receive the instruction necessary for developing our own ~~mechanical~~ mining industry.

Before I go further let me make one ~~remarks~~ remark in regard to this system of instruction. There are some who will say "there are old institutions

developed in an old country; the growth of centuries - and therefor it is no shame to the United States that she has not developed a system as strong under her comparatively new institutions. We have no right to lay this flattering unction to our souls.

The simple fact is that all ~~this great system of~~ these great institutions for scientific and industrial instruction with one or two exceptions are recent, for younger than the greater majority of

Property of the Panama Canal Museum

our own colleges in the United States.

They have grown up in the various European states within the past few years. Their growth has been coincidente with the growth of broader and more liberal sentiments in politics & religion.

It may also be said that there are creations of despotism. There can be nothing wider of the mark. The great School of Arts & Trades in Paris to which Mr. Edward

so splendidly, carried on so munificently, was the fruit of the French Revolution. It was planned by a republican and developed by a Republic, and everywhere in Europe this growth of these institutions has been coincidente with the growth of liberal principles.

Let us look now at our own country.

In the United States the growth of instruction relating to Agriculture and the mechanic arts

has been slow. It has had many obstacles to contend with. Within the borders of the country there are nearly 400 institutions called colleges and universities, mainly based on the old English pattern - struggling against each other for existence. While some of them have shown a noble spirit in regard to scientific studies, ~~the majority~~ too many of them have felt that any new institutions for instruction in science and industry were interlopers, making encroachments

in a field already well occupied. Every application for endowment to individuals, to states or to the nation has been obliged to run the gauntlet of the attacks of excellent men connected with the old institutions which gave classical instruction.

Nothing could be more natural than these attacks; and, of course, until the people of the United States are made fully aware of the facts in the case it is with great difficulty that

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a little chemical and physical ap-
paratus was all that was required.
But now the field of science has greatly extended and is constantly extending; various branches formerly combined under one Professor have become so important in themselves that a great number of professorships are required; there must be much apparatus; chemical, physical and other - of the best; there must be laboratories for every science; there must be experimental farms, workshops, observatories; there must be collections in

every department; and the result is that a large outlay is required to produce anything at all satisfactory under this system of instruction.

To sum up as regards the present condition of what may be called the National Colleges in the United States. (I mean those established under the grant made by Congress in 1862 and supplemented by legislation and individual gifts) I think that any dispassionate observer will

agree that, in spite of difficulties, faults, mistakes and failures, on the whole their success thus far has been above what has been anticipated. It can be truly said that an excellent beginning has been made; and certainly that is all that any fair minded man could expect with the means that have been given, and the time that has elapsed since their creation. A good foundations have been laid, and it now

devolves on the various states to build up worthily on these foundations institutions on this good basis. If this is liberally done, and if the management be made with the average wisdom which has already been shown in these institutions; if the hands of Philistines meddlers and muddlers of all sorts can be kept off; if the calm good sense of our various Legislatures shall lead them to stand by these institutions against any tongues Philistine or crude theorist who opposes them, & the good sense of the people

Theodore Roosevelt Papers, Cornell University

of the people shall lead them to cut through all the mere personal grievances which rise in connection with such institutions and make them also felt in our legislatures, then we shall certainly see developed in this country a system of which we shall all be proud and which cannot fail to make the industry of the country become rapidly stronger and better.

So much for the present status of these institutions.

I now come to the matter of their best organization.

As a preliminary to a discussion of the best plan of organization for these institutions, look with me for a moment at the great Act of Congress of 1862 which gave the fundamental charter to all the national colleges. Let me remind you of certain facts which have too generally been lost sight of. It has suited the purpose of some gentlemen who are

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representatives of ~~the older~~ Sundry institutions which wish to bring national colleges into disrepute — and it has also suited the purpose of some gentlemen so constituted that they love to cavil at and criticise every earnest effort to improve education, to represent the Congressional Act of 1862 ~~as embodying simply~~ extended entirely or ~~and~~ mainly to the foundation of agricultural colleges. It cannot be too often insisted upon that this was not the fact. The purpose of that act as any one can see by the wisdom

reading of it, was to establish a great comprehensive system of advanced instruction ~~Liberal and practical the act stipulated~~ applied to the leading industries, laying especial stress on Agriculture and the mechanic arts, but at the same time not excluding ~~classical~~ studies in general science or even literature. It was a broad comprehensive statesmanlike plan. In the interest of of agriculture itself and of the mechanic arts, those who proposed that measure and carried it

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thought was that it was not but
that students in Agriculture and Mech-
anic Arts should in all cases be sent
to institutions separated from all
connection with liberal courses of study.

The act declares that the instruction
provided for shall be "liberal and practi-
cal". It says also other scientific
and classical branches shall not be
"excluded".

~~Thus~~ This system thus founded
has been carried out in the various

states increasing with the needs of
those states. As already stated
there is an apparent want of uni-
formity, but there runs through all of
them a ~~practical~~ substantial unity.

They propose that the study of scien-
tific shall be brought to bear on indus-
trial training for industry in each
State in accordance with the needs
~~state in accordance with the means at the command~~
~~or to~~
of that State - and the means at
~~the state and the necessity of the people.~~
Command for meeting those needs.

Those states which receive a
small part of the endowment generally

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gave it to existing colleges in good standing for the promotion of scientific and industrial studies. Those which received a somewhat more but still not enough to carry out the act in all its branches, did the best thing they could and founded simple agricultural colleges. States still large founded in some cases two colleges, one for sciences affiliated to agriculture, the other for instruction in sciences relating to the mechanic arts, and two or three of the largest

established separate institutions in which the effort is made to carry out the act in all its parts, giving scientific industrial literary and general instruction, putting the students in pure science, applied science and in literature on a perfect footing of equality with each other.

As I have said elsewhere I declare now that this variety of plan seems to me one of the best things

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It gives a variety in plan which prevents stagnation. Everyone of these institutions has something to teach to every other. It was the remark of John Stuart Mill — a remark which Hinton quoted elsewhere — that the great danger of national systems of instruction is that mens minds thereby be run ~~mentally~~ into the same moulds, and their thinking ~~thereafter~~ into the same ~~but it is a certain mechanical mental~~ and then real ~~thinking~~ there will be processes, ~~which is injurious to pro-~~ ~~too much of a tool of Chinese uniformity~~ ~~group of thought~~. But by this variety

of system carried on under the auspices of the various states this difficulty is prevented while the benefits of the system are in every way attained.

I propose now this first question

What should be the fundamental ideas and aims of the system of instruction in science applied to Agriculture and the various industries provided for by the act of 62. and the supplementary state and

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~~experiments as they ought to be made~~

Take one example. ~~I have~~ Near each other
~~Seen~~ On two farms ~~near each other~~
with substantially the same soil, the
same cattle, the same crops. I
have seen results produced diametri-
~~cally~~ followed the same ~~pursuit~~
ally opposed to each other. Our ex-
found
periments ~~showed~~ that feeding with
corn was altogether more profitable
feeding with
the other ~~system~~ that roots ~~crops~~
altogether more profitable
was ~~vastly to be preferred in this re-~~
~~spect~~. Only one cause can be named
for this & that is, that the gentlemen

undertaking ~~these~~ experiments were not
trained to ~~conduct~~ ~~important experiments~~
their
with that closeness and fairness ~~of mind~~
absolutely required.

Now the studies valuable
for training this power in young men
Drawn ~~from~~ Chemistry and natu-
-ral philosophy, especially as con-
ducted in chemical and philosophical
laboratories. ~~In these institu-~~
~~ent is taught how to find the constit-~~
~~uents of subjects he may come to find~~

[redacted]

~~by any chance count the quantities~~
In these,
~~of various constituents~~. ~~It~~ experiments
can be of any value can only be conducted
with the most exquisite accuracy.
~~The student~~
~~He must accustom himself to, to shake~~
The true cleanliness of
~~off what may be called, the dust from~~
~~from the mind and to take the~~
~~a little pains of the judicial frame~~
The student
~~of mind. He~~, must train his mind to
absolute fairness and impartiality, and is
is only such training as this alone which gives
men who can conduct experiments gradually

Third. Another purpose I name
is to increase the knowledge of agri-
cultural principles and facts. No
close observer can have failed to see
~~that~~ that in the ordinary routine
of agriculture and the mechanic arts
there is often a closing up of the
mind as it were to facts outside
those immediately about us,
~~and yet many of these facts~~
~~are exceedingly fruitful~~. How
the lecture rooms of the professors of

Agricultural chemistry and of practical agriculture as well as ~~the~~ professors of sciences affiliated with these are of great importance. On these should be given, basic scientific knowledge; knowledge of the conquests that have been made in the thought and practice as regards soils and manures implements and machines, rotation of crops, the best breeding and rearing of ~~stock~~ and most approved stock, the medical and surgical treatment of stock. In this way the

young men can ~~be~~ be sent forth with a good substantial knowledge of the sciences and practice of Agriculture in all its parts down to the latest dates. In giving this instruction too, collections ~~in agriculture~~ of cereals, grasses, models of machines and implements veterinary models, all these come in to give rapid and thorough increase of practical knowledge.

Next in importance I name the cultivation of the power of reasoning

on the facts gained by observation, experiment and ~~general~~ structural knowledge.

~~Everyone has seen examples of illogical reasoning which has turned out unfortunately on the part from want of a thorough appreciation of facts.~~ To cultivate this power, mathematical & various and especially useful, ^general studies, ~~some in, which, like~~ ~~ranging the course of instruction, train~~ ~~those powers to make other parts of a course~~ ~~more effective~~. And finally I name as another important matter, cultivation of practical

skill in the fundamental processes of agriculture. Proof of the importance of this need hardly needed. The difficulty in most agricultural aims from slipshod processes which are apparent even to the most unobservant. To meet this need good substantial practical farms attached to our agricultural colleges are of great value. They should be so conducted in my judgment as to show how theory can best be ~~what the proper limitations~~

~~of theory and practice are~~. A distinction should be made between the farm for illustration of the best ordinary processes and the farm for experiment. It seems to me that these should be kept apart. The farm for illustration should be a paying farm. The farm for experiment ~~can~~ hardly be this.

The question now rises in what order shall this organization be developed. I answer

that in my judgment means should be taken by the institution in various sciences, to cultivate the powers of observation. Secondly, to cultivate the powers of experiment by simple laboratory practice. Thirdly, to perfect the power of reasoning on observation & experiment by general instruction. Fourthly to increase general agricultural knowledge by a presentation of various groups of facts; and lastly, to make provision for farm practice

[redacted]

for practical training. I am aware that this order of presentation will surprise some persons. It will be said, you are laying too much stress on scientific training. To this I answer that I lay great stress on practical training; but I consider the means at command. If we have means to do all these things that I have named I would make provision for practical training by extension of arms attached to these institutions.

But if I had only enough means to do one or two things I should first strengthen the minds of the young men from the various farms of the country by that instruction in science which will strengthen their powers of observation and experiment. It is not a question necessarily of the comparative value of scientific training and practical training, it is a question of the economical use of the means at our disposal. That is the view in which I take it at

Now for exhibiting agriculture in its practical forms, for the limitation of science by practice, in law ~~and~~ in all parts of myriads of farms ~~about~~ the county ~~and a variety of good farms~~. But for the scientific training applicable to the development of agriculture in law nothing but these endowments of the national institutions to rely upon. Simple considerations of economy time, plain common sense, in view of the means at our disposal would dictate

that we first give ~~scientific~~ instruction in applied science ~~in~~ before spreading our means too far in providing also practical instruction in farming. I might argue this on another ground. I might show that practical instruction is comparatively easy to give; but I simply content myself with this fact that must strike every person, that nothing could be more contrary to good economy than to apply this money received from the

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Public
~~national~~ endowments ~~to such an~~
~~extent~~ to the duplication of practical
instruction to such an extent
already existing ~~in~~ that little, ~~is~~
or no funds are
~~exceedingly little~~ is left for the proper
development of the scientific side for
which there is no other existing pro-
vision.

But again it will be said
that what is needed is to teach men
to become good practical farmers in
the ordinary sense, and that there-
for the first thing is to establish

farms on which the young men shall
labor while they get a little addit-
ional general and scientific in-
struction.

If by this is meant that the
aim of these colleges should be to
send out into the country every
year a body of ~~perfectly~~ intelligent
farmers with powers of observation
and experiment and acquisition of
knowledge well trained and with a
well developed power of reasoning

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calculated to act with any special power upon agriculture at large.

Under the plan that I propose as fundamental, these institutions would send out men each year who would stir the thought of multitudes of other men on farms of their own, through the press in ~~discussion~~ and in the lecture in Agricultural Societies & Farmers Clubs halls, and the influence of each one would be multiplied eventually a

thousand fold. This has been seen in the foreign schools to which I have already alluded.

On visiting the Imperial school at Grignon I drew down a map of France dotted over in various parts to represent the homes of graduates of the school. Almost everyone had done something to strengthen science applied to agriculture. Many graduates ~~Almost everyone~~ had become centres radiating influences for the

[redacted]

improvement of agriculture.

One had gone forth, had taken a great marshy district of France [illegible] formerly by a few frugal peasants, had drained it, applied careful thought to its cultivation and made it the home of a large body of intelligent farmers.

Another graduate had gone forth; had taken a great district of country noted for its barrenness and by the judicious application of

fertilizers had developed its qualities and had made it the home of a multitude earning their living by healthful toil.

I next take up a second leading object mentioned in the Act of 1862, Instruction in branches relating to the mechanic Arts. The same general ideas in training for science applied to these industries apply as in those applied to agriculture industry.

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Our execution as regards practical training and its development

I shall allude to hereafter.

Just as in the discussion of the proper development of instruction relating to agriculture, I would name as the first thing in importance the cultivation of the powers of observation. For proof of this you need only to inspect the models at the National Patent Office. There you will see, confirmed in many cases with extraordinary ingenuity

proofs that inventors have stumbled into the most costly blunders for want of a proper observation of the physical laws revealed in nature. As to the methods of cultivating the power of observation I name the study of Natural Philosophy, Mechanics & Chemistry in the lecture room and laboratory. A Secondly I name the cultivation of the power of practices in experiment. This is becoming daily more and more important. For the cultivation of this power the laboratory is of the utmost importance.

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And not merely the chemical laboratory but the mechanical and physical laboratory, where, besides the ordinary experiments, experiments in testing the strength of materials in themselves and in various adjustments and combinations, in nice measurements especially electrical measurements and in a multitude of those ~~experiments and~~ processes on which ~~our business depends~~ with the progress of mechanical industry absolutely depends. Thirdly ~~must be conducted~~. But I name the acquisition of fundamental knowledge.

Of the necessity of this also the National Patent Office is a mine of ~~fact~~ cogent proofs. Then you see very often wonderful skill exercised to overcome difficulties which a little more knowledge of fundamental principles would have enabled the inventor to overcome easily. Have written a few months a Mechanic Have rapidly risen ~~mechanical genius~~ of great skill - who had done many excellent things in regard to steam, nothing at a steam injector form of a new model, ~~which the patentee~~

[redacted] Rensselaer Polytechnic Institute, Troy, Cornell University [redacted]

utterly ~~ob~~ of the existence of the

~~existence of such an application as~~

the Gifford Injector. At the school

for Mechanical Engineering at Chester,

England I was shown a model which

is now not uncommon in our schools

of mechanical engineering and which I

shall be very happy to show any person

in the College under my own care, which

illustrates the practical relation between

length of the connector and the travel of

the valves in a steam engine.

For want of knowledge in this point

what this model shows perfectly some

of the greatest engines with that con-

nections built by the English Gov't

for their ships of war have proved al-

most utterly worthless. For giving this

cultivation, collections of models like

those made at Darmstadt at Lu-

al-

zich ~~and in~~ Paris and at Chester

will give a young man in a few

weeks a mass of available knowledge

of machinery and mechanical movements such as

as ~~a life time~~ years of study in books could
hardly ~~not~~ give. Fourthly I name the power of
reasoning on observation ~~and~~ experiment. accumulated knowledge.
~~and fact~~. The necessity of this
~~part of~~ ~~fact is~~ the training for mechanic arts is
as evident as in training for agriculture.
And ten too, general instruction, including instruction in mathematics is of
great value. ~~Last~~ And finally
I name the cultivation of practice.
There are two great places for this
training in colleges for the application of

science to mechanical industry.
First of there is the draughting room.
In this mechanical drawing and free-
hand drawing are taught. Under all
the great systems for industrial in-
struction in Europe extensive provision
~~for this~~ for this is made. Provision for it is
also made in the state of Massachusetts
by law, ~~and in the city of Boston.~~
It is also one of the leading things
taught in the Cooper Institute New York
~~Leading features in the wards of mechanics~~

[redacted]

that city, and at the Cornell University four different drawing rooms attest the stress laid upon this part of practical instruction.

Secondly, I name workshops for practical instruction. A word here as to their true purpose. It has been supposed by some that the workshops should be ordinary workshops in which men could work at various trades. This is a very dangerous fallacy as I shall show hereafter, liable to result in the

working of any institution that falls into it. The common aim of the various nations that have well developed industrial instruction coincides in the view that the shop should have an educational value, that its preliminary object should not be to enable young men to earn a little money at this or that branch of manufacture, but that its purpose should be to perfect him in the best mechanical process.

As an example of this I would name

lay out all the means you have or that
industrial
scientific instruction ~~having a tendency for scientific training~~

~~with reference to industry~~ for which
there is no other provision than our
endowments. From a simple economical view this is our best method.

But I shall be met here by objections. ~~It will be met by certain~~
List. by Sunday Crude
~~crude theorists with~~ ideas as to the
purpose of colleges for giving instruction
- ideas
in the mechanic arts, which have already caused much trouble to earnest

men engaged in our national colleges. Nothing is more natural
than mistakes in regard to the purpose
of training for mechanical industry.
As a type of these errors and mistakes
I will name a theory recently broached
by Mr. John D Van Buren of New York
one of the commissioners appointed by
the New York Legislature to report upon
the Cornell University.

In the winter of 1873 a gentleman
arose in his place in the State Legis-
lature

Andrew Dickson White Papers, Cornell University

and made a very bitter attack upon the financial management of the founder of the institution which had received the national endowment in the state of New York. I have nothing to say here in regard to his character or his motives. The Legislature appointed a Commission to look into that matter and then threw in as part of the resolution a requirement that the system of instruction should also be reported upon.

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The Commission reported upon the financial management showing that the charges so far as they involved anything against the perfect integrity of the founder of the institution were utterly groundless. In this view Governor Horatio Seymour, formerly Governor of the state, Mr Wm A Wheeler formerly President of the Constitutional Convention and Mr VanBuren concurred. The two principal members of the commission having flown the

integrity of the founder of the institution as regards financial management gave no attention to the system of instruction, feeling doubtless that as they had never made any observations on the subject and had never given any thought, their reasoning would not be especially valuable. They did not visit the institution at all. The third member of the Commission, Mr John D VanBuren of New York visited the institution, staid a few days and made

a report on the system of instruction carried on in the institution. With the report of the Commission as to the financial administration and as to the general character of the instruction every member of the institution can not but be thoroughly satisfied.

But perhaps of all the impudent things that Law has done, among the many impudent things perpetrated in the state of New York within the last twenty years, the most impudent

Cornell University Digitization Project, Cornell University

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and absurd was this report on a system of instruction in science & applied to agriculture and industry, by a man bred in a metropolitan city whose whole life had been such as to take from him every chance to know anything about the subject, who had never before given it any thought, who had never before given it any observation and then only in a stay of a few days at the institution observed. The result was what might have been expected.

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While this gentleman praised highly the system of general instruction at the institution he advocated a greater variety of mechanical pursuits. He fell very naturally into the error that the main purpose of the institution was to send out every year simply a squad of mechanics no better than those already existing in the shops for training & experiment of the country. He praised the shops already existing, filled with men receiving thorough practical training

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in mechanical pursuits applicable to the leading industries, the various drawghting rooms where men were engayed in making drawings connected with civil engineering, mechanical engineering etc; the lut-ter rooms where the principles of mechan-ism as well as agriculture were carifully taught and their abbications thoroughly ^ developed, the great collections of models of all sorts, and the products brought from all parts of the earth to

illustrate various departments — all these were to him as nothing.

He urged earnestly that the institution should establish shops for instructing young men simply in a multitude of trades. His theory evidently was that the institution should take its ^ end ^ ment and go into the business of clairmaking, shoemaking, lut mak-ing and above all boat-building!

On this last point Mr. VanBuren laid especial stress and in this

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they may be and respectable they may be, — and I do acknowledge not earnestly their value and the respect to which they are entitled — to the large number at present existing; and the whole result of his system would be to provide a small number of mechanics who could be just as well instructed and better instructed abroad, in the shops of the country.

But granting that this is advisable, a simple consideration of

the matter will show that it is utterly impossible. The capital required to carry it out is an insurmountable difficulty.

For an individual personally interested and using his own capital it is a matter of difficulty to carry on any single trade with profit.

For an individual to carry on more than one trade even when his efforts are stimulated by the use of his own means and the fact that his own

applied to the schs.

Natural History, Chemistry ^

Drawing and Free Hand Drawing.

But how the work is supplied by which these mechanics support themselves, subject to the ordinary laws of supply and demand and under individual control in the various shops of the city ^ and industrial centers

that is the only way in which it can ever be properly supplied.

Woe to the institution for instruction no matter how large which endeavors to convert itself into a great manufacturing company. It will simply turn out a failure as a college and a failure as a business enterprise.

It will simply be the old story of the same piece of steel used for a razor and an oyster knife.

And now in conclusion let me sum up the whole matter as regards the organization of these institutions in our various states.

I have said that there must be differences of organization growing out of differences in ~~size~~ amount of endowment. I have shown that these differences result in good

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rather than in evil. I have en-
deavored to show what the proper
method of developing the organ-
ization should be. Stimulating the
powers of observation by instruction
in the sciences having on industry;
stimulating the powers of experi-
ment by laboratory practice, in-
crease of knowledge, by the presenta-
tion of facts, strengthening the
powers of reasoning or observation
fact and experiment. I have also

endeavored to show with can why
valuable ~~value~~ as I regard the
practical application on the farm
or in the work shops admirable things
can be done if we have means at our
command, why it should be made
the last thing in importance for the
simple reason — let me insist
upon it again — that we have no pro-
vision for scientific instruction
if not these endowments, while we
have some provision for practical

instruction in the myriad farms and workshops of our country.

Can anyone that an objection may be made finally on this whole view. It may be said, in the law schools you educate lawyers in a medical school you educate physicians in a theological school you educate clergymen, in an agricultural school you should educate farmers. This is perfectly true, and I assume that the

analogy between these institutions for instruction in what has been known as the Learned Professions and these national colleges for instruction in industrial professions is perfect.

I entirely agree with the objection. And I think that I can show that their objection entirely proves the point that I am endeavoring to make.

Take first the law school. The first and main thing always

given in the law school is instruction in the principles of the law.

Every thorough lawyer regards this as the first and all-important thing. The practical training is mainly left to actual work in the world at large. It is confined to occasional sessions of moot-courts, but left in the main to that training which must come in the active practice of the profession in the courts of the country. The same is true of the

medical profession. The great object is to give a knowledge of principles — to bring science to bear on facts — to cultivate the power of observation and research. To this, while instruction is going on, medical practice is made entirely subordinate. It is defined. It begins in the latter part of the course by observation, generally in hospitals, sometimes in actual practice. But the first and great thing is instruction in principles.

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Take theology. There too the same general principles obtain.

First, the imparting of ideas, principles and the cultivation of reasoning upon certain data. To this the practice of the profession is entirely subordinate. Some practice possibly toward the end of the course is given but it is generally left to that period when the young man fairly embarks in the real work of the profession.

Then for the analogy given

by these objectors if it proves anything proves that the practical part should be subordinate to the scientific or theoretical part. But I do not go so far as this. I have not in this paper made any such point nor do I propose to make it.

My simple argument is this:

The means at the disposal of these institutions are limited and those at the disposal of some of them very small indeed. From this point of

[redacted]

view alone we should decide that part of industrial educatio which we cannot obtain elsewhere, but that when our endowment is sufficiently large we should provide for both the scientific and practical part to the full extent of our means.

(2) And now in Conclusion let me urge all who have at heart the strengthening and elevation of the various branches of national industry to stand by their institutions created for these purposes in

the various states. To do so involves no disloyalty to other institutions. It is true that many excellent gentlemen connected with institutions for classical learning and training for what have been known as the Learned Professions have shown a spirit of opposition to the National colleges, but that is to be expected.

I call upon you to stand up against all such attacks as these. I call upon you to stand ab

against the carping criticising spirit
that tears the tree up to see con-
stantly how its roots are growing.

I charge you to stand firmly
against those who are engaged
because the tree is not loaded with
fruit within a year or two from the time
of its planting. I urge you to give to
thoughtful earnest men who are devoting
their lives to the educational profession
whenever fault is found in legislatures
or elsewhere the benefit of a doubt.

ferring that the burden of proof rec
idedly on those who without hav
made the subject one of special thought
make general attacks and charges.
And above all, I urge you to see
to it that the legislatures of our
various states, and individuals as
far as they can be prompted to do so,
shall increase the endowments of
their valuable institutions and shall
strengthen the hands of those who are
endeavoring to build up a great

Gentlemen "a Cleanly man"

Relation of Students to each other

Societies Literary Base

Relation of Students to Faculty

Fallacy of the Lawless- by Hon Thomas Jamieson Judge. Con 1 Pop at Univ

Relation of Students to the University

"a Fallacy of Tolerance"

University Property

Proved. Official. Decision empty Unreasonable

Let us feel the Rally Hands

Shook by Cracks Echoed us. Need of the country.

Before extending to you congratulations in behalf of the University I shall read a telegram. Coming as it does from our students who carried off the first & second prizes at the Intercollegiate Literary Contest last Winter, it cannot fail to be of especial interest to you

"Cornell's representatives at the Intercollegiate Contest at New York send hearty congratulations to her worthier representatives at Saratoga"

signed Geo. B. Fitch

James F. Click

Having presented this message from those sons of Cornell who won so much honor on one field to those who have won us so much upon another in behalf of the University I desire to extend to you gentlemen of both crews ~~in behalf of the University~~ our most sincere congratulations and our most hearty welcome.

Glad as we are to welcome you as victors and victors in both the struggles of the recent Contest ~~contests~~ we are even more rejoiced at the manner of your victory, the way in which you prepared for it, the way in which you won it the way in which you have borne your laurels since winning it

Indeed I am not sure that your way of winning the victory does not please me more deeply than the victory itself. From all accounts you won by careful preparation and by persevering ~~training~~ You won as

is the utterly godless. And I will venture still another prophesy. This cry will not come from the greater Colleges & Universities but its volume will be in exactly in the inverse ratio of the strength of the institutions from which it proceeds, and wherever there is a College too ~~few~~ or too indolent to stand any chance in the manly strife of this kind, there shall the cry swell loudest. You will be gratified and surprised, possibly somewhat amused to see what a development of ~~uneasiness~~ conscience there will be on this subject in quarters where there are no men to row, or no water to row upon. The particular news papers, a part of whose trade is to represent this class of institutions will be very edifying on this point for the next month or two and I commend them to your careful attention

Now I do not deprecate this in the least. My only answer is keep yourselves in training for the next races. But besides this and even more important than this, be sure to show by your manliness by your devotion to study in the time of study, that such charges are just as absurd as so many others that have come from the same quarter, prompted by the same motive

But while we can all afford a generous laugh at the objections of this sort. There are those who entertain some real doubt as to the good effects of boating and to such I would say a word or two here

I claim some right to speak on this subject. During my college life I devoted many hours to rowing in a college boat and I was a member of the first college crew in the United States which ever sent a challenge to another american College, — a member of the Yale crew which which challenged Harvard in 1852. Since that time I have given much observation and thought to the subject and it is in no doubtful spirit that I have encouraged boating in this University; nor is it in any temporary enthusiasm that I address you now

My own experience in College was that while there was a possibility of some minor evils, as there is in everything earthly the general result was excellent. The long strong pull over the water in Spring & Summer, the denying oneself luxuries which impair physical strength, the self discipline to endurance and to toil steady are the conditions of success. All these were valuable and I may say that although not robust, this training did me certainly great physical good

Nor is there any part of College life to which I look back with more pleasure. The hearty companionship, the rest after toil with kindred spirits to enhance the hour, the song, the wit, the wisdom, all this is something never to be forgotten. Now let us look for a moment at what is said in objection to all this.

It is said that boating takes time. So it does,

But woe to the scholar who for physical exercise does not take mine. The long line of young men who come forth from our colleges with trained minds but with bodies too much enfeebled to bring their minds to bear effectively upon the world, attests the need of some regular attractive physical training. It has been a matter of wonder for years that college bred men have not taken the hold of the affairs of the country to which their education entitled them while sturdy, hardy men of little education, have in so many cases pushed their way to the very front I think that this is largely due to the fact that so many scholars have come forth weakened, dyspeptic lacking in that hearty, hardy, physical strength which is such a power in the world. You will bear me witness that whenever I have addressed you during your college course I have urged you to give time to the exercises which strengthens the body as well as those which strengthen the mind.

Another objection is that rowing does harm to some persons. Perhaps so, though I never knew of a case within my experience where any serious injury resulted from this cause alone. But granted that it be so. For one case of a student injured by boating I will show you a dozen injured by want of exercise or by lounging

Another objection is that rowing diverts men from the study they are sent here to pursue. It is not improbable that this is the result in some cases;

but I doubt whether any man who enters heartily into study and is not likely to be diverted by other things will by diverted from it by boating. Pick out by lot half a dozen men in any class in the University & I shall be very much surprised if they average as well as the students in our winning University crew I have a return in my hand from the Registrar of the University showing that of the men of that crew to-day, several of them are representatives of the best scholarships of their respective classes & courses

Another objection is that boating leads to contests of speed and that these contests of speed lead to betting upon the result. We all regret this. But I fail to see the force of the argument. I have never crossed the Atlantic without seeing persons betting each day upon the number of miles the steamer had run, or the color of the eyes of the coming pilot or on the chances of his stepping on the vessel with his right foot or left foot first. If people wish to bet there will always be plenty of things to bet about and so long as our own men do not join in this, and I sincerely trust that they do not, I cannot see that this argument is used more justly against boating than against a multitude of other things excellent in their use but liable to abuse.

Again it is said that the regattas are exciting. So they are. But it seems to me a substitution of a thoroughly manly excitement about a matter of real human interest, rather than that morbid

excitement which is a too frequent refuge of our people

Finally it is said that boating makes physical contests of more importance than mental. You all know in your hearts that this is not so. You ought to know that as long as civilization endures, triumphs of the mind will be ~~mac~~ rated higher than the triumphs of the body. He is a very shallow thinker who imagines that the enthusiasm of the hour over such contests as those which you have so honorably passed through, is to diminish our respect for eminence in thought or scholarly attainment

And now on the other hand, let me state a few of the reasons why ~~boating~~ I believe boating helpful to very many University students

First because it teaches self restraint. self discipline, shows the possibility of them, shows the value of them. It is a valuable revelation to any young man which teaches him that good things can only be achieved by keeping his body in subjection or in training.

Secondly, I believe in boating because it is one of the best methods of giving that physical training of which american scholars so much need. It is not a mere aimless grind. It is attractive. The great trouble with most gymnastic exercises is that they are aimless efforts. The great thing about boating is that there is a direct aim to effort

Thirdly I believe in boating as a University Officer, because it employs a great deal of the surplus energy of students which might take far less satisfactory direction. As long as men are men you will never probably be able to assemble a body of youths like ours, over 500 in number, without finding some with a surplus of animal spirits and I think of no other thing for such young men than to put themselves in a boat and with it to an emulation which shall lead them to work off their surplus energies at the oar.

I will tell you, confidentially of course, that we have already had occasion to see that in this institution, the improvement of the discipline in so large a body during the last three years, is to be attributed largely to various causes; but not the least of in importance of these is the fact that boating has come to take such an important place among us and the men who are boating and training and at the same time studying have very little time for lounging about hotels or disturbing the town or climbing the hill in the evening to disturb the quiet of the University. In this view I heartily look upon boating as an efficient aid in the discipline of the Institution and in my experience if any have been lead to neglect their studies, they would in all probability have neglected them for some other thing that is less excusable.

And finally I approve of boating because to come I think that energy, health manliness are promoted by it and that the stu-

student who betakes himself to it increases his chances for legitimate success in life (and this is no mere matter of theory) rather than diminishes them. The records of boating in English Colleges are full of proofs of this. The history and experience come in to confirm it. The records of many men distinguished in the mother country in Church and State show that the men who developed self reliance, energy self-restraint in boating is more likely to attain eminence than those who do not. And as I look back at my College days, I can see that it was not the men who sat on the college fence in afternoons or smoked about hotels or strolled listlessly about the streets who have since done well here I to point out the men in my time who preferred to buffet the waves of New Heaven harbor, I should show you those of my old College who have buffeted most successfully the waves of life since. Jerome Zw. Smalley who as foreign editor of one of our most influential american journals has been making a steady and determined pull against certain places of wrong in Europe, to him who sat in the other end of the boat, now a distinguished clergyman, making a no less successful pull against iniquity in our own country, I think you would say that boating and even racing did them no harm.

And now my friends, in conclusion, I desire first to thank the citizens of Ithaca for the very hearty interest they have taken in the boating of

students and especially for the hearty welcome they now extend to you. It is but the continuance of that good feeling which has existed ever since the beginning of the University. No petty strife of town and gown has ever separated our students & citizens and I trust that none ever will. We have broken away from that tradition of town & gown feuds as we have broken away from others.

And now one word to you. Now approaches the time for another sort of training, for a race of a very different sort of that at Saratoga; but a race in which you will need the same qualities which carried you through so honorably — self-denial, self-discipline, energy, pluck, determination, all these must now be brought to bear in your recitation-rooms and lecture rooms. Do not give up your athletic training. We expect you to win more prizes hereafter, more in the Inter Collegiate Literary Contest, more in the athletic contests. Bear this in mind and give yourselves to building for the good strong hearty mind, in the good strong body and so train yourselves as nearly as God permits to perfect manhood

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(Sketch)

Why did Cornell University gain her recent triumphs

Speech at the reception of the successful competitors given by the citizens of Ithaca on Founders Day, being the 68th anniversary of Ezra Cornell's birthday Jan 11th 1876

Mr Chairman Ladies and Gentlemen. This is Founders day - the 68 birthday of Ezra Cornell. You commemorate it by the reception of the successful competitors at the recent intercollegiate contest in Scholarship. Nothing can be more fitting, than such a celebration on such a day. If any person outside of the family circle of Ezra Cornell knew his highest aspirations and hopes for himself and his fellow men I knew them and I know that while praise or obloquy were alike unheeded by him he would have prized above all things such a tribute as these young men and especially as that young woman not know here are able to-night to bring to his shrine and this hearty welcome which you his fellow citizens extend to those who bring it

But he would have prized this demonstration not because it is the triumph of men but because it is the triumph of ideas. You mistake greatly if you suppose that in the result of this recent contest there is nothing more than the casual triumph of a few students. There is far more than this. There is something that underlies it; it is the triumph of certain principles of certain ideas. Let me

it merely happened so? I tell you nay. There are reasons for it. Let me state some of them. The first reason is that the Cornell University started with the determination to be a University and not a more sectarian college

Nine years ago on this building I said in my first report to the Trustees and seven years ago from this platform to the multitude assembled here I announced that we would stand firmly on this principle of selecting our Professors from the widest range possible. Not merely from one sect or from any combination of sects that we might choose to call "Evangelical" that the principle should be not to select a man for this place or that because he was sound in his views of the Atonement or on Baptismal re-

generation or Apostolic succession or Perseverance of the Saints or the doctrine of Perfection but because he was the best man obtainable for the position by his acquirements and by his spirit.

Said an excellent Bishop to me shortly after that, "Mr Cleveland whom you are thinking of electing is doubtless an excellent Mathematician at Harvard but I think that you ought to know that he is a Unitarian. I said to him "Bishop, if he is the best man as a teacher I will take him if he is a Buddhist" The consequence has been that we have selected Professors from various leading Institutions representing all schools of religious and political thought never imposing

Andrew Dickson White Papers, Cornell University

carried to the truly worthy point in this country. Here comes in the example that confirms that idea. Look now at another of these triumphant ideas it is the idea of the equal value of various courses of good study. The general cry has been that no student could be a literary man in the true sense without a full classical course. What has been proved by the contests last year and this. The first prize in English Literature as represented in a prize essay were awarded in both contests to men who were not Classical students.

Do not understand me at all to undervalue Classical instruction. I value it highly. When the committee in their recent report which awarded the prize to Miss

Thomas declared that Greek was the most admirable vehicle of human thought I did not for a moment dispute it. For those who can give the time or thought to Classical studies and to the enjoyment of them they are a most beautiful means of discipline and culture. But it is not best to make a fetish of them. There has been far too much Scholastic superstition on this point and it is demonstrated here that men can have beautiful Literary discipline and culture by thorough study in other than Ancient Literatures. These two men took their prizes over a multitude of competitors who were trained in Classics. The test is a perfect one. It does not at all prove that the Classics are not to be studied; it does

Cornell University Library

I urged the necessity of stopping this policy which has been so unfortunate in this and in so many other States of perpetually dividing and subdividing funds among Denominational Colleges each too weak to support a sufficiently large Faculty or to afford a sufficiently extended equipment. Perhaps for nothing have I been so bitterly attacked as for the assertion of this principle which is most thoroughly and absolutely true. But look at this case. When our Professors or Students propose to prepare themselves in anything, they have a Library the third in size and in value among those of all the American Colleges and Universities to consult. When Mr Palmer wished to make a thorough study of Analytical Geometry he had

all the best treatises old and new at his command in the Mathematical Library the splendid gift to us of William Kelly When Mr Heath wished to make thorough studies in English Literature he had a large collection of works in which to do it. When Mr Tompkins wished to make studies upon the lives Goethe and Napoleon he had the large collections in German and French History and literature to draw upon and when Miss Thomas wished to make thorough studies in Greek Literature she had one of the largest collections of Classical Literature in the U.S. to draw upon the Classical Library collected by Charles Anthon and given to the University by Ezra Cornell. What is proved by

[redacted]

same mental food as the male mind.

The favorite old assertion was that men were fitted to grapple with the abstruser studies but that women were not. But here comes this lady just as other ladies have done elsewhere when they have had a chance and distances all competitors in that very study which has been supposed especially to require the combination of manly qualities. The true principle is that many men are not fitted to grapple with the severer studies and many women are not, that some men are fitted to grapple with them and so are some women. and among these I think you will say that you have known several in this Institution and not least honored of all

Miss Julia Thomas now Mrs Julia Irvin.

May I be permitted to say in ~~conclusion that~~ this triumph is to me a deep gratification. Few have known the attacks overt and covert which this Institution has had to meet at every step. I will simply say in the language of one of our honored graduates in a public address "The sin of Cornell University has been its success." But I cannot forbear now mentioning just one of these charges.

About a year since one of the leading daily newspapers of our Metropolis did me the honor (alleging the pretended authority of a decision of mine) to denounce the system of instruction pursued here and to denounce me, I use its exact words. "As shov-

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show that the persons taking part in them have in after life been far above the average in physical health and in the position taken among their fellowmen. That prophecy you see was comically fulfilled. Now I will make another. I will prophesy that again we shall have these same Sectarian Alleges gentlemen and these same Denominational Newspapers and these same Bodies which they control but whose action in this respect all our young men saw through and laughed at denouncing these Scholastic contests as injurious and unworthy and probably before they get through they will denounce them as "Godless".

But my friends we shall move quietly on. All that we ask is a fair field and no favor. All that you the students of this University ask I know of the students of any other University or College in any other part of the Country is to be allowed to get at them. All you ~~ask~~ is that they will stand up like men and not retire under this or that pretext or under the vain thought that they are shielded by a reputation whose value they apparently dare not publically test. All that you ask is that the range of studies for future competitive examinations be extended and the examinations be made the most thorough possible. We shall be especially glad to have prizes offered to the superiority of students in all the various departments of Natural Sciences, Physical Sciences that are taken by the freshmen and sophomores, of mental and Moral Sciences in the Modern Languages and Literatures and in History General and Constitutional.

And now to you who have been successful I tender the sincere thanks of our Trustees and Faculty and to you the Students

military and literary instruction. Vigorous attempts were made during four years to divide this fund, but the state legislature steadily resisted. It decided that this endowment should not be scattered away among some twenty sectarian institutions; it recognized the fact that for primary education the rule is diffusion of resources but for advanced education concentration of resources; and it therefore decided to keep the fund together in a single institution controlled by laymen rather than to divide it between a score of institutions controlled by the ecclesiastical authorities of various

denominations.

To the institution thus created Ezra Cornell gave over five hundred thousand dollars to enlarge the scope of its instruction, and various other gentlemen have since given over a million dollars more for buildings, equipments and endowment.

The main purpose of the nation, of the state and of our honored Founder may then be summed up briefly as follows

First:— To provide thorough instruction in the sciences bearing upon the great modern industries.

Secondly:— To provide various courses of instruction, scientific, classical, and general, suited to the wants not merely of those who have in view

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was most touching.

Before a professor was appointed, or a stone laid attacks began, and from that time to this they have been continued. They have been directed against nearly every Professor ~~or Lecturer~~ that has been elected and nearly everything that has been done.

The very first public proceedings at the opening of instruction in the University were followed by an onslaught general and indiscriminate.

A few weeks later an attack was made on Professor Agassiz for his lectures before the University; they were declared to be "dangerous" by the same men who, since his death, lament him as a bulwark of orthodoxy against materialism.

Shortly after this, when

(10)

Professor Goldwin Smith came to lecture for us, he also was attacked as "dangerous"; though he was a member of a church whose orthodoxy is undoubted; and when this fact was known the assailants answered that no Professor should be allowed to Lecture who had written for the "Westminster Review" the simple fact being that the only article Goldwin Smith had written for that Review was a reply to a criticism upon one of his own books.

The lectures of James Russell Lowell, George William Curtis and James Anthony Froude fared no better and Bayard Taylor was handled with especial severity.

The Founder of the Institu-

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(3)

of all the prizes our dinner
national friends discovered
that such contests are injur-
ious, and that a true am-
bition should lead, not to
triumphs of muscle, but to
triumphs of mind. They have
now decided to exhibit the
results of their systems at
the Intercollegiate Contest
in Scholarship and Liter-
ature; but now that for
three years you have carried
off twice as many first
prizes as all the other colleges
~~put~~ together we begin to
fear that those Contests are
"abnormal".

Still more curious is another
phenomenon. I think it is
Mr Mark Twain who proposes
by philosophizes on the differ-
ence in penetrating power

(4)

between the voice of a boy's
father and the voice of his
mother, calling attention to
the fact that when a moth-
er's voice will not be heard
by a boy in the next room
and through an open door,
a father's voice will be heard
by the same boy up three
pairs of stairs and through
as many closed doors. Akin
to this seems the fact that
while our friends in charge
of the organs of the denomin-
ational colleges have always
heard with amazing quick-
ness the least rumor to our dis-
credit, they have been stone deaf
to every ~~thing~~ fit
to cheer every Christian heart.
Now, at the expense of a member
of our faculty, there was jollied
up for our Student's Christ

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system and against the attacks upon us. The American people, my friends, are after all very shrewd. When the first attacks were made upon us Horace Greeley said "One Sectarian attack are the best advertising a new University can have"; and another distinguished journalist said "Nothing will gain more good will for an American institution of learning than charges of heresy."

This brings me to the case especially in point. the most recent of these attacks and its pretext.

¶ It is now three years since

(18)

the Trustees of Cornell University received letters recommending the appointment of Dr. Felix Adler as a non-Resident Professorship or Lectureship.

Dr Adler's testimonials evidently did not appear godless. They showed that although of Hebrew parentage, he was a graduate of one of our most renowned Christian colleges, and had been blessed with all the safeguards against error which an institution noted for its orthodoxy could throw around him. These testimonials included the highest commendations of his character and scholarship from [illegible]

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lectures since they formed part of no regular course, & saw not the slightest occasion for interference save in recommending him to avoid statements likely to be misunderstood.

The three years' term for which he was elected closed by its own limitation on 31st December and, as I understand that he is devoting himself to a new work in our great Metropolis which will doubtless require all his energies and cause him to turn from the field of literature to that of a Public Teacher, I feel bound to say, no matter what Progney the statement may bring upon me, that he has my respect for his devotion to study, and for his faith-

fulness to his convictions. In so far as these recent attacks have had for their purpose to injure him they will probably signally fail. He can certainly desire no better introduction to the lecture rooms of a people like our own which is much more attracted than alarmed by the atmosphere of heresy.

While the Trustees of the University will, doubtless, if the Professorship be continued, prefer an incumbent who can reside steadily at the University, and who can give his whole attention to the subject - which certainly now demands continuous instruction, uninterrupted by engrossing duties elsewhere - they will certainly not

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3.

9 Relations of Students to Faculty.
a Student superstitions regarding Faculty.

10 Relations of students to the University.
a The "patronage" fallacy.

11 Final Appeal
Cost of true men and good Institutions

Provision to measure University - Departments

Taft et al

REPORT ON THE PROVISION FOR HIGHER INSTRUCTION IN SUBJECTS
The Conduct of?
BEARING DIRECTLY UPON PUBLIC AFFAIRS.

BEING CALLED UPON FOR THE RESULTS OF STUDIES UPON THE HIGHER EDUCATION, AS REPRESENTED AT THE EXPOSITION OF 1878, IT HAS SEEMED BEST TO CONFINE MY REPORT TO THE DIVISION ABOVE NAMED.

THE REASONS FOR THUS RESTRICTING THE FIELD ARE AS FOLLOWS:

(2) (1)
NO GREAT AND STRIKING CHANGE OR ADVANCE IN THE PROVISION FOR HIGHER EDUCATION IN EUROPE HAS TAKEN PLACE SINCE THE ~~VERY~~ EXHAUSTIVE REPORT OF COMMISSIONER HOYT, PUBLISHED IN 1870, SAVE IN TWO DEPARTMENTS.

THE FIRST OF THESE IS IN THE ~~DIVISION~~ department OF NATURAL AND PHYSICAL SCIENCES; THE NEW LABORATORIES AND OTHER PROVISIONS FOR INSTRUCTION IN THESE SCIENCES AT OXFORD, CAMBRIDGE, PARIS, BERLIN, NAPLES, ZURICH AND ELSEWHERE, AND THE EXHIBITS OF REMARKABLE APPARATUS FROM THE ~~LABORATORIES OF THE~~ PARISIAN SPECIAL SCHOOLS, ~~WHICH GREATLY INTERESTED ME~~ ~~INDICATE A GREAT ADVANCE IN THIS DIRECTION.~~ BUT A REPORT UPON THIS DEPARTMENT COMES WITHIN THE PROVINCE OF ONE OF MY COLLEAGUES WHOSE AUTHORITY WILL BE GENERALLY RECOGNIZED.

THE SECOND OF THESE DEPARTMENTS ~~WHICH HAS BEEN GREATLY DEVELOPED SINCE THE LAST PARIS EXPOSITION~~, EMBRACES THE HIGHER INSTRUCTION IN HSITORY, POLITICAL AND SOCIAL SCIENCE AND GENERAL JURISPRUDENCE, INCLUDING INTERNATIONAL AND ADMINISTRATIVE LAW. This is not mentioned in any of the chapters devoted to the institutions of the various countries and is the result of observations during visits to various universities in Europe during the past 25 years, and especially during the past two years, as also at the re-

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THE CONSTITUTION OF THE ENGLISH PARLIAMENT, THE REPRESENTATIVE INSTITUTIONS OF THE GREATER MODERN NATIONS, MONEY AND BANKING, HISTORY OF COMMUNISM AND SOCIALISM DURING THE LAST HUNDRED YEARS, PHILOSOPHY OF GERMAN LAW, UNIVERSAL HISTORY, HISTORY OF THE ENGLISH REVOLUTION, HISTORY OF THE 18TH CENTURY, HISTORY OF THE YEAR 1848 AND ITS CONSEQUENCES, ETC., INSTITUTIONS AND HISTORY OF THE ROMAN LAW, HISTORY OF THE GERMAN EMPERIAL LAW. - Science of Medicine, Relation of Medicine to modern Social. Hours chiefly among the Catholic clergy.

THE ABOVE ARE SELECTED OUT OF A LARGE NUMBER OF SUBJECTS TO SHOW THE EXTENT OF THE INSTRUCTION ; THEY ARE SUPPLEMENTED BY THE INSTRUCTIONS OF A MULTITUDE OF PROFESSORS ~~IN SUBJECTS CLOSELY ALLIED TO THESE.~~ (in other Faculties or kindred Topics)

THE UNIVERSITY OF TUBINGEN MAY BE TAKEN AS A TYPE OF THOSE INSTITUTIONS IN CENTRAL EUROPE, WHICH GROUP STUDIES RELATING TO PUBLIC AFFAIRS (STAATS-UND-CAMERALWISSENSCHAFT) IN A SINGLE FACULTY ; BUT IN MOST OF THE UNIVERSITIES THESE STUDIES ARE NOT THUS GROUPED BUT SIMPLY SCATTERED THROUGH VARIOUS ~~DEPARTMENTS~~ Faculties, ESPECIALLY THOSE OF LAW AND PHILOSOPHY. OF THIS LATTER CLASS ~~OF INSTITUTIONS~~ of Institutions, THE UNIVERSITY OF LEIPSIC MAY BE TAKEN AS TYPICAL ; IN THE WINTER SEMESTER OF 1877-8 THERE WERE given ~~COURSES OF LECTURES GIVEN ON~~ the following courses in subject-divisions being in public bill THE GENERAL PHILOSOPHY OF LAW, ~~ON~~ " INTERNATIONAL LAW, ~~ON~~ " PUBLIC INSTRUCTION AND THE ARRANGEMENT OF SCHOOLS, " MODERN HISTORY IN WHICH TEN DIFFERENT PERIODS AND SUBJECTS WERE PRESENTED IN AS MANY DIFFERENT COURSES AND LECTURES, " SOCIAL AND POLITICAL SCIENCE, IN WHICH 12 DIFFERENT COURSES OF LECTURES ON VARIOUS SUBJECTS WERE GIVEN, AMONG THESE, IMPORTANT QUESTIONS OF THE DAY, PRACTICAL NATIONAL

ECONOMY, " FINANCE, TAXATION, " HISTORY AND THEORY OF STATISTICAL KNOWLEDGE, " Municipal Statistical Statistics " THE ~~PROVISION FOR ARMIES~~ IN ITS RELATION TO PUBLIC ADMINISTRATION, ETC. ETC., WHILE IN THE FACULTY OF JURISPRUDENCE WERE A NUMBER OF COURSES WHICH WOULD COME VERY PROPERLY UNDER THE DEPARTMENT OF POLITICAL AND SOCIAL INSTRUCTION. IN SUCH UNIVERSITIES AS BERLIN, HEIDELBERG, KOENIGSBERG MARBURG ETC., SIMILAR PROVISIONS WERE MADE. IT IS INTERESTING TO OBSERVE THAT IN ALMOST ALL THESE UNIVERSITIES, COURSES OF LECTURES WERE GIVEN BY DISTINGUISHED MEN UPON THE QUESTIONS RAISED BY THE SOCIALISTIC PARTY.

AS REGARDS THE PREPARATION OF YOUNG MEN FOR THESE ~~LECTURES~~ courses, IT WAS CERTAINLY NOT MORE THAN EQUIVALENT TO THAT OBTAINED IN AMERICAN COLLEGES AND UNIVERSITIES OF A GOOD GRADE, BY THE END OF THE FRESHMAN YEAR, HAVING ~~ENTERED THE GYMNASIA AND~~ HEARD RECITATIONS OF CLASSES IN VARIOUS DEPARTMENTS, I CAN SAY THIS WITH ~~PERFECT~~ CONFIDENCE.

IN THE AUSTRIAN EMPIRE, THE SAME PRINCIPLE IS ~~CARRIED OUT~~ in force ; THE ANNOUNCEMENT OF THE UNIVERSITY OF VIENNA FOR 1878-9 SHOWS THAT THEY HAVE ADOPTED ~~A MODIFICATION OF~~ THE TÜBINGEN ~~TYPE WITH~~ system of A DISTINCT FACULTY FOR SUBJECTS RELATING TO POLITICAL AND SOCIAL SCIENCE. 13 DIFFERENT COURSES OF LECTURES were announced in one term of 1878-79 were presented by this faculty ; ~~ONE COURSE WHICH SEEMS OF ESPECIAL IMPORTANCE WAS~~ on the comparative statistics of other European nations and the Austro-Hungarian Empire. ~~THE INTEREST OF THIS TO THOUGHTFUL STUDENTS OF POLITICAL AFFAIRS CAN EASILY BE UNDERSTOOD.~~ Subject left undecided - lack of time at the close

AS TO THE GENERAL CHARACTER OF THIS INSTRUCTION, WHATEVER IT MAY

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AT THE COLLEGE OF FRANCE IN PARIS ; AT THAT INSTITUTION A KNOT OF MEN HAVE BEEN GIVING THE HIGHEST HISTORICAL AND POLITICAL INSTRUCTION. IN THE CENTER STANDS LABOULAYE, WHO, DURING MANY YEARS, DELIVERED LECTURES NOT ONLY UPON GENERAL POLITICAL HISTORY, AND ESPECIALLY THE CONSTITUTIONAL HISTORY OF THE UNITED STATES, BUT UPON COMPARATIVE LEGISLATION ; ~~BESIDE THESE~~, WE HAVE SUCH MEN AS CHEVALIER, LEVASSEUR, WOLOWSKI, FRANCK, MAURY, THE YOUNGER GUIZOT AND OTHERS, TREATING VARIOUS GREAT HISTORICAL, POLITICAL AND SOCIAL QUESTIONS, PRESENTING THE BEST THOUGHTS OF THE PAST AND PRESENT. AT THE SORBONNE AND AT VARIOUS OTHER INSTITUTIONS ~~ABOUT FRANCE~~, AS AT DOUAI, DIJON, CAEN AND SEVERAL OTHERS, SIMILAR INSTRUCTION IS PRESENTED BY VIGOROUS MEN. WITHIN THE LAST FEW YEARS AN INSTITUTION OF SPECIAL IMPORTANCE IN THIS DEPARTMENT HAS BEEN CREATED AT PARIS, - THE INDEPENDENT SCHOOL OF POLITICAL SCIENCE (Ecole Libre des Sciences Politiques)

AT THE HEAD OF THIS STANDS MONSIEUR BOUTMY AS DIRECTOR AND ABOUT HIM ARE GROUPED A BODY OF THE MOST THOUGHTFUL, ENERGETIC AND RESPECTED MEN IN FRANCE ; OF THESE MAY BE MENTIONED SUCH AS BETHMONT, VICE-PRESIDENT OF THE CHAMBER OF DEPUTIES, R. PASSY, VIEL-CASTEL, DE CLERCQ AND BAUDIN, CABINET MINISTERS AND MINISTERS PLENIPOTENTIARY IN THE DIPLOMATIC SERVICE, LABOULAYE OF THE SENATE AND THE INSTITUTE, AUCOC AND PETITJEAN OF THE COUNCIL OF STATE AND THE COURT OF ACCOUNTS, BESIDE LEVASSEUR, MOLINARI, JANET, DARESTE, NOTED AS MEMBERS OF THE INSTITUTE OF FRANCE AND OF VARIOUS IMPORTANT POLITICAL BODIES. IN THE PROGRAMME FOR

UNDER THE FRENCH CIVIL SERVICE SYSTEM. IN THE PROGRAMME OF THE YEAR ARE SPECIALLY NAMED THE FOLLOWING DEPARTMENTS FOR WHICH THE INSTITUTION AIMS ESPECIALLY TO FIT YOUNG MEN :

1. - DIPLOMACY (MINISTRY OF FOREIGN AFFAIRS, LEGATIONS, CONSULATES)
2. - COUNCIL OF STATE (AUDITORSHIPS OF THE FIRST AND SECOND CLASS)
3. - ADMINISTRATION, (CENTRAL AND DEPARTMENTAL; UNDER PREFECTURES SECRETARYSHIPS, DEPARTMENTS, COUNSELS OF PREFECTORIES)
4. - THE MINISTRY OF FINANCE, (INSPECTION ETC.)
5. - THE COURT OF CLAIMS AND ACCOUNTS ETC.

THE SYSTEM OF INSTRUCTION PRESUPPOSES THE AVERAGE ~~COLLEGIATE~~ EDUCATION, WHICH MAY BE CONSIDERED EQUIVALENT TO THAT GIVEN ~~IN THE~~ FIRST ~~TWO OR THREE~~ YEARS IN OUR BETTER COLLEGES, ~~THOUGH THERE IS NO CONDITION OF ANY SUCH EXAMINATION~~ ; THE REGULAR COURSE OF INSTRUCTION IN THE SCHOOL IS ARRANGED TO EXTEND THROUGH TWO YEARS.

A VERY IMPORTANT RESULT OF THE ACTIVITY OF THIS SCHOOL IS SEEN IN THE OFFICIAL STATEMENT MADE ~~AS TO~~ REGARDING THE SUCCESS OF ITS GRADUATES IN TAKING POSITIONS IN THE FRENCH ADMINISTRATION UNDER THE CIVIL SERVICE RULES. IN THE PUBLIC EXAMINATIONS, THE FOLLOWING RESULTS WERE OBTAINED BY THE SCHOOL :

COUNCIL OF STATE.

COMPETATIVE EXAMINATIONS OF 1876 - OUT OF SIX CANDIDATES RECEIVED, FOUR BELONGED TO THIS SCHOOL.

EXAMINATIONS OF 1877 - OUT OF SIX CANDIDATES ACCEPTED FIVE BELONGED TO

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TRIFLING, THE DALLIANCE WITH WHAT MAY BE CALLED THE MERE FRINGES OF waste
CIVILIZATION, AND AS A CONSEQUENCE THE ~~STIFLING~~ OF VIGOROUS THOUGHT ;
BUT AS I STOOD AGAIN LAST YEAR IN SOME OF THOSE LECTURE ROOMS, IN THE
MIDST OF A CROWD OF YOUNG MEN INTENTLY LISTENING TO LECTURES UPON HISTO-
RY, POLITICAL ECONOMY AND KINDRED SUBJECTS, I COULD SEE THAT ROSSI, SET-
TEMBRINI, VILLARI, PIERANTONI, DEGUBERNATIS AND THEIR COMPEERS HAD NOT
LABORED IN VAIN, THAT THE COUNTRY WAS AROUSED TO THE NECESSITY OF TRAINING
UP A BODY OF MEN FITTED TO CONTINUE THE WORK OF CAVOUR, D'AZEGLIO AND
RATAZZI.

THE SAME TENDENCY IS EVIDENT IN THE ENGLISH UNIVERSITIES, PERHAPS
IN NONE IS THE CHANGE SO STRIKING. MY FIRST VISIT TO THEM WAS MADE
25 YEARS SINCE ; THE PROVISION AT THAT TIME FOR INSTRUCTION IN POLIT-
ICAL AND SOCIAL SCIENCE, TO SAY NOTHING OF THE NATURAL SCIENCES, WAS
WRETCHEDLY INADEQUATE ; NOW, ALTHOUGH THESE INSTITUTIONS FALL SHORT
OF WHAT THEY SHOULD BE, THE INFLUENCE OF SUCH MEN AS WHEWELL, ARNOLD,
SMYTHE, SIR JAMES STEPHEN, GOLDWIN SMITH, CHARLES KINGSLEY, THOROLD
ROGERS, MONTAGUE BERNARD, HARCOURT, JEVONS, STUBBS, BRYCE, FAWCETT AND
THEIR ASSOCIATES IS TELLING FOR GOOD ON THE GENERATION WHICH IS BEGIN-
NING TO TAKE HOLD OF PUBLIC AFFAIRS. IT IS TRUE THAT AT THE ENGLISH
UNIVERSITIES THERE IS NOT GENERALLY AT ANY ONE TIME ANY SUCH EXTENDED
FACULTY IN THIS DEPARTMENT AS WE FIND IN THE GREAT INSTITUTIONS OF GER-
MANY AND FRANCE ; BUT IT IS EVIDENTLY MERELY A QUESTION OF TIME ; THESE
SUBJECTS ARE BEGINNING TO ASSERT THEMSELVES, AND ALREADY CONCESSIONS

HAVE BEEN MADE TO THEM BY THE UNIVERSITY AUTHORITIES WHICH A QUARTER OF
A CENTURY AGO THE MOST SANGUINE COULD NOT HAVE ~~REASONABLY~~ EXPECTED.

NOR IS THIS ALL ; THE MORE RECENTLY FOUNDED PUBLIC SCHOOLS, OR AS
WE SHOULD CALL THEM COLLEGES, ARE DIRECTING MUCH ATTENTION TO THE FIT-
TING OF MEN FOR THE PUBLIC SERVICE. UNDER THE NEW CIVIL SERVICE
SYSTEM OF THE BRITISH EMPIRE, SUCH TRAINING HAS RECEIVED A GREAT IMPULSE
AND IT IS EVIDENT THAT IT IS TO HAVE A GREAT GROWTH, THAT IN ITS WHOLE
ARRANGEMENT THROUGH THE LOWER COLLEGES, AND IN THE ~~GREAT~~ UNIVERSITSES, IT
IS TO BE GIVEN MORE AND MORE PROMINENCE. THE SAME TENDENCY IS CLEARLY
OBSERVABLE IN THE TWO UNIVERSITIES OF SCOTLAND.

FROM THIS RAPID SUMMARY FROM WHICH I HAVE ATTEMPTED TO EXCLUDE CON-
FUSING DETAILS AS MUCH AS POSSIBLE, IT WILL BE SEEN THAT THE LEADING NA-
TIONS OF EUROPE HAVE COMMITTED THEMSELVES FULLY TO THE IDEA THAT FOR THE
PUBLIC SERVICE, MEN MUST HAVE A CAREFUL AND THOUROUGH TRAINING ; THAT IN
CONSEQUENCE, A SYSTEM OF HIGHER INSTRUCTION HAS BEEN ADOPTED TO MEET THE
NEEDS OF THOSE NATIONS IN THIS RESPECT. I NOW TURN TO THE PRACTICAL
APPLICATION OF THIS EUROPEAN EXPERIENCE AND THE MODIFICATION OF EUROPEAN
METHODS, WITH REFERENCE TO the DEVELOPMENT OF A SYSTEM OF INSTRUCTION
dinds
BEARING UPON ~~THE NEEDS OF~~ PUBLIC LIFE IN OUR OWN COUNTRY.

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ING TO TRADE.

8. - THE PHILOSOPHY OF LAW.

9. - CONSTITUTIONAL LAW.

10. - THE CONSTITUTION OF THE ENGLISH PARLIAMENT.

11. - THE REPRESENTATIVE INSTITUTIONS OF THE GREAT MODERN NATIONS.

12. - MONEY AND BANKING.

13. - HISTORY OF COMMUNISM AND SOCIALISM DURING THE LAST 100 YEARS.

14. - PHILOSOPHY OF GERMAN LAW.

15. - UNIVERSAL HISTORY

16. - HISTORY OF THE ENGLISH REVOLUTION.

17. - HISTORY OF THE 18TH CENTURY.

18. - HISTORY OF THE YEAR 1848 AND ITS CONSEQUENCES ETC.

19. - INSTITUTIONS AND HISTORY OF THE ROMAN LAW

20. - HISTORY OF THE GERMAN IMPERIAL LAW.

THE ABOVE SELECTION IS MADE TO SHOW THE EXTENT OF THE INSTRUCTION. THERE ARE ALSO MANY OTHER LECTURES IN OTHER FACULTIES ON KINDRED TOPICS. IT SHOULD ALSO BE NOTED THAT THESE ARE THE SUBJECTS PRESENTED IN A SINGLE TERM OF A SINGLE YEAR. DURING THE TIME GIVEN BY THE STUDENT TO HIS UNIVERSITY COURSE ~~VARIOUS~~ many OTHER IMPORTANT SUBJECTS WOULD BE TAKEN UP.

THE UNIVERSITY OF TUBINGEN MAY BE TAKEN AS A TYPE OF THOSE INSTITUTIONS IN CENTRAL EUROPE WHICH GROUP STUDIES RELATING TO PUBLIC AFFAIRS [STAATS-UND-CAMERALWISSENSCHAFT] IN A SINGLE FACULTY; BUT IN MOST OF

THE UNIVERSITIES THESE STUDIES ARE NOT THUS GROUPED BUT SIMPLY SCATTERED THROUGH VARIOUS FACULTIES AND ESPECIALLY THROUGH THOSE OF LAW AND PHILOSOPHY.

OF THIS LATTER CLASS OF INSTITUTIONS, THE UNIVERSITY OF LEIPSIC MAY BE TAKEN AS TYPICAL. From the Courses Given during the ~~IN~~ THE WINTER SEMESTER OF 1877-8 ~~THERE WERE GIVEN~~ Winter Semester ~~FOR~~ COURSES OF LECTURES ON SUBJECTS FROM WHICH I SELECT THE FOLLOWING TO SHOW THE SCOPE OF INSTRUCTION:

1. - THE GENERAL PHILOSOPHY OF LAW.

2. - INTERNATIONAL ~~LAW~~. National

3. - PUBLIC INSTRUCTION AND THE SCHOOL SYSTEM.

4. - MODERN HISTORY [IN THIS, TEN DIFFERENT PERIODS AND SUBJECTS WERE PRESENTED IN AS MANY DIFFERENT COURSES OF LECTURES]

5. - IMPORTANT QUESTIONS OF THE DAY IN POLITICAL AND SOCIAL SCIENCE.

6. - PRACTICAL NATIONAL ECONOMY.

7. - FINANCE AND BANKING.

8. - THEORY AND PRACTICE OF TAXATION.

9. - HISTORY AND THEORY OF STATISTICS.

10. - THEORETICAL AND PRACTICAL STATISTICS.

11. - THE ARMY SYSTEM IN ITS RELATION TO THE PUBLIC ADMINISTRATION.

12. - AGRICULTURAL POLICY.

13. - BOOK-KEEPING AND ACCOUNTS.

18. - THEORY OF ESTIMATES OF PUBLIC REVENUE ETC.

~~CONNECTED~~ WITH THIS IN THE ANNOUNCEMENT WERE GROUPED A NUMBER OF

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MAN UNIVERSITIES IS GIVEN IN A LARGE WAY, AND IS NOT MADE A MEANS OF FETTERING THOUGHT. AT NO SEATS OF LEARNING IN THE WORLD, PROBABLY, IS POLITICAL THOUGHT MORE FREE, ~~THAN AT THE GERMAN UNIVERSITIES.~~ THE UNIVERSITY OF BERLIN STANDS ON THE MAIN AVENUE OF THE CAPITAL OF THE GERMAN MONARCHY, DIRECTLY OPPOSITE THE IMPERIAL PALACE. WITHIN A STONE'S THROW OF THE EMPEROR'S WORK-TABLE ARE THE LECTURE DESKS OF A LARGE NUMBER OF PROFESSORS, WHO HAVE NEVER HESITATED TO EXPRESS THEIR VIEWS FULLY UPON ALL THE QUESTIONS ARISING BETWEEN DEMOCRATIC AND MONARCHICAL SYSTEMS; I HAVE MYSELF, IN THESE LECTURE ROOMS, HEARD SENTIMENTS FREELY UTTERED ~~PERFECTLY IN ACCORD~~ which accorded perfectly WITH THE IDEAS OF REPUBLICAN AND DEMOCRATIC AMERICAN STATESMEN.

IN THE SWISS REPUBLIC, ~~STUDIES~~ instruction IN POLITICAL AND SOCIAL SCIENCE ~~ARE~~ is HELD IN ESPECIAL HONOR. AT THE UNIVERSITIES OF ZURICH, BASLE, BERNE AND GENEVA, A LARGE NUMBER OF PROFESSORS ARE CONSTANTLY ENGAGED IN ~~THIS INSTRUCTION~~ it; YOUNG MEN COME TO THEM WITH THE DIRECT PURPOSE OF FITTING THEMSELVES FOR A POLITICAL CAREER.

IN FRANCE, FOR MANY YEARS, ~~STUDIES IN~~ HISTORY, POLITICAL AND SOCIAL SCIENCE AND GENERAL JURISPRUDENCE HAVE HELD A LEADING PLACE IN ALL THE GREAT INSTITUTIONS FOR HIGHER INSTRUCTION. WHATEVER MAY HAVE BEEN THE POLITICAL MISTAKES OF THAT COUNTRY, MANY OF WHICH ARE DIRECTLY TRACEABLE TO THE WANT OF POPULAR EDUCATION, IT CAN NOT BE DENIED THAT THE INTERNAL ADMINISTRATION OF THE COUNTRY IS CONDUCTED WITH GREAT ABILITY AND ITS ORDINARY LEGISLATION WITH GREAT FORESIGHT. THE FINANCIAL ERRORS WHICH

IN TIMES GONE BY HAVE COST FRANCE SO DEAR, AND WHICH HAVE SINCE BEEN SO RUINOUS TO OTHER NATIONS, HAVE BEEN SKILLFULLY AVOIDED DURING THIS CENTURY. IT IS COMMON TO ASCRIBE THE SPEEDY RECOVERY OF FRANCE FROM VARIOUS CATASTROPHES TO THE SUBDIVISION OF LAND AMONG HER PEOPLE. THIS IS DOUBTLESS AN IMPORTANT FACTOR IN HER SUCCESS, BUT IS BY NO MEANS ALL: A SIMILAR SUBDIVISION OF LAND IN OUR OWN COUNTRY HAS PRODUCED NO SUCH RAPID RECOVERY. NO ONE CAN READ FRENCH DISCUSSIONS OF ECONOMIC QUESTIONS, WITHOUT SEEING THAT TO THE TRAINED SKILL OF HER STATESMEN IS IN VERY GREAT MEASURE DUE THAT STIMULUS TO THE PRODUCTION OF WEALTH, AND THAT RECUPERATIVE POWER AFTER DISASTER WHICH HAVE ASTONISHED THE WORLD WITHIN THE LAST TEN YEARS, AND WHICH PRESENT THE FINANCIAL HISTORY OF THE FRENCH REPUBLIC IN SUCH HAPPY AND STRIKING CONTRAST TO OUR OWN.

TO THESE RESULTS HAVE CONTRIBUTED IN NO SMALL DEGREE THE COURSES AT THE COLLEGE OF FRANCE. AT THAT INSTITUTION, IN THE HEART OF PARIS, A KNOT OF MEN HAVE Cons BEEN GIVING THE HIGHEST POLITICAL AND HISTORICAL INSTRUCTION. Consecutive IN THE CENTER STANDS LABOULAYE, WHO, THOUGH NOW WITHDRAWN ~~BY~~ to HIS DUTIES IN THE FRENCH SENATE, HAS DURING MANY YEARS DELIVERED LECTURES NOT ONLY UPON GENERAL POLITICAL HISTORY, AND ESPECIALLY UPON THE CONSTITUTIONAL HISTORY OF THE UNITED STATES, BUT UPON COMPARATIVE LEGISLATION. ABOUT HIM HAVE STOOD SUCH MEN AS WOLOWSKI, CHEVALIER, LEVASSEUR, FRANCK, MAURY, ROZIÈRE, THE YOUNGER GUIZOT AND OTHERS, TREATING OF VARIOUS GREAT HISTORICAL, POLITICAL AND SOCIAL QUESTIONS, PRESENTING THE BEST THOUGHTS OF THE PAST AND PRESENT. AMONG THE COURSES OF LECTURES AT

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THE COLLEGE OF FRANCE IN 1878, I NOTE ESPECIALLY THE FOLLOWING :

1. - INTERNATIONAL LAW.

2. - COMPARATIVE HISTORY OF LEGISLATION.

3. - POLITICAL ECONOMY.

4. - HISTORY OF ECONOMIC DOCTRINES.

5. - HISTORY AND MORALS.

6. - HISTORY OF POLITICAL LITERATURE.

AT THE SORBONNE, AND VARIOUS OTHER INSTITUTIONS IN FRANCE, AS AT Nevertheless Poitiers, Bordeaux, Grenoble, Toulouse, Rennes, Aix & others, DOUAI, DIJON, CAEN, SIMILAR INSTRUCTION IS PRESENTED BY VIGOROUS MEN. (in a greater or less degree)

BUT PERHAPS THE MOST INTERESTING CREATION OF THE LAST 25 YEARS, AS REGARDS THE PREPARATION OF YOUNG MEN FOR THE SERVICE OF THE STATE, IS THE INDEPENDENT SCHOOL OF POLITICAL SCIENCE.

AT THE HEAD OF THIS STANDS M. BOUTMY AS DIRECTOR, AND ABOUT HIM ARE GROUPED A BODY OF THE MOST THOUGHTFUL & ENERGETIC political AND RESPECTED MEN IN FRANCE. OF THESE MAY BE MENTIONED SUCH AS BETHMONT, VICE-PRESIDENT OF THE CHAMBER OF DEPUTIES, M. PASSY,

VIEL-CASTEL, DE CLERCQ AND BAUDIN, CABINET MINISTERS AND MINISTERS PLENIPOTENTIARY IN THE DIPLOMATIC SERVICE, - LABOULAYE IN THE SENATE AND THE INSTITUTE, AUCOC AND PETITJEAN IN THE COUNCIL OF STATE AND THE COURT OF AUDIT, BESIDE LEVASSEUR, MOLINARI, JANET, DARESTE AND OTHERS NOTED AS MEMBERS OF THE INSTITUTE OF FRANCE AND OF VARIOUS OTHER IMPORTANT POLITICAL BODIES. IN THE PROGRAMME FOR THE YEARS 1878-9, 22 subjects of lectures ARE MENTIONED AS FOLLOWS : presented

1. - COMPARATIVE ADMINISTRATIVE ORGANIZATION.

2. - ADMINISTRATIVE AFFAIRS.

3. - FINANCIAL SYSTEMS OF THE PRINCIPAL NATIONS.

4. - PUBLIC REVENUES AND TAXATION.

5. - FINANCIAL ORGANIZATION AND SYSTEM OF PUBLIC ACCOUNTS.

6. - FINANCIAL LEGISLATION AND the AUDIT SYSTEM.

7. - POLITICAL ECONOMY.

8. - COMPARATIVE COMMERCIAL LEGISLATION.

9. - HISTORY OF COMMERCIAL TREATIES SINCE 1786 ; FRENCH CUSTOM-HOUSE SYSTEM.

10. - HISTORY OF TREATIES FROM THE PEACE OF WESTPHALIA, TO 1789.

11. - ANALYSIS OF THE PRINCIPAL TREATIES FROM 1648 TO 1789.

12. - DIPLOMATIC HISTORY OF EUROPE FROM 1789 TO 1872.

13. - ORGANIZATION OF THE DIPLOMATIC SERVICE.

14. - CONSTITUTIONAL HISTORY OF FRANCE, OF ENGLAND, AND OF THE UNITED STATES FOR THE PAST HUNDRED YEARS.

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15. - PARLIAMENTARY AND LEGISLATIVE HISTORY OF FRANCE FROM 1789 TO 1852.

16. - ANALYSIS OF THE CONSTITUTIONS OF BELGIUM, SWITZERLAND, GERMANY AND THE AUSTRO-HUNGARIAN MONARCHY.

17. - INTERNATIONAL LAW in general.

18. - INTERNATIONAL LAW RESULTING FROM TREATIES; THE CONSULAR SERVICE.

19. - GEOGRAPHY AND ETHNOGRAPHY.

20. - STATISTICS.

21. - INDUSTRIAL AND COMMERCIAL GEOGRAPHY.

22. - COMPARATIVE CIVIL LEGISLATION.

THE WHOLE OF THIS INSTRUCTION IS DIVIDED INTO TWO SECTIONS, THE FIRST IS KNOWN AS "THE ADMINISTRATIVE SECTION"; THIS IS SUBDIVIDED AS FOLLOWS:

1. - ADMINISTRATIVE ORGANIZATION AND PRACTICE IN FRANCE AND OTHER COUNTRIES.

2. - FINANCIAL ORGANIZATION AND ADMINISTRATION IN FRANCE AND OTHER COUNTRIES.

3. - COMPARATIVE CIVIL LEGISLATION.

THE SECOND DIVISION OF THIS INSTRUCTION IS KNOWN AS THE "DIPLOMATIC SECTION"; THIS IS SUBDIVIDED AS FOLLOWS:

1. - GEOGRAPHY AND ETHNOGRAPHY.

2. - MODERN DIPLOMATIC HISTORY OF EUROPE.

3. - GENERAL ~~AND~~ INTERNATIONAL LAW.

4. - INTERNATIONAL LAW RESULTING FROM TREATIES.

5. - STATISTICS AND ECONOMIC GEOGRAPHY.

6. - POLITICAL ECONOMY.

IN ADDITION TO THESE, AND CONNECTED WITH BOTH, IS "A COURSE IN MODERN LANGUAGES," THE TWO ON WHICH ESPECIAL STRESS IS LAID, BEING GERMAN AND ENGLISH.

WHILE THE PURPOSE OF THIS SCHOOL IS TO PREPARE YOUNG MEN IN A GENERAL WAY FOR THE PUBLIC ~~SERVICE~~ affairs, IT HAS IMMEDIATELY IN VIEW PREPARATION FOR CERTAIN BRANCHES OF THE ADMINISTRATION UNDER THE FRENCH CIVIL SERVICE SYSTEM. IN THE PROGRAMME OF THE YEAR ARE SPECIALLY NOTED THE FOLLOWING DEPARTMENTS FOR WHICH THE INSTITUTION AIMS ESPECIALLY TO FIT YOUNG MEN:

1. - DIPLOMACY, {MINISTRY OF FOREIGN AFFAIRS, LEGATIONS, CONSULATES}.

2. - COUNCIL OF STATE, {AUDITORSHIPS OF FIRST AND SECOND CLASS}.

3. - ADMINISTRATION, CENTRAL AND DEPARTMENTAL, {UNDER-PREFECTURES, SECRETARYSHIPS OF DEPARTMENTS, COUNCILS OF PREFECTURES}.

4. - THE MINISTRY OF FINANCE, {INSPECTION ETC.}.

5. - THE COURT OF CLAIMS AND AUDITOR'S DEPARTMENT.

THIS SYSTEM OF INSTRUCTION PRESUPPOSES THE AVERAGE SECONDARY EDUCATION, WHICH MAY BE CONSIDERED PRACTICALLY EQUIVALENT TO THAT GIVEN UP TO THE END OF THE FIRST YEAR IN OUR BETTER COLLEGES. THE REGULAR COURSE OF INSTRUCTION IN THESE SCHOOLS IS ARRANGED TO EXTEND THROUGH TWO YEARS.

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(interesting indication of the results obtained)

A VERY ~~IMPORTANT RESULT OF THE WORK~~ IN THIS SCHOOL IS SEEN IN THE OFFICIAL STATEMENT REGARDING THE SUCCESS OF ITS GRADUATES IN TAKING POSITIONS IN THE FRENCH ADMINISTRATION UNDER THE CIVIL SERVICE RULES. ~~IN~~ for appointments have been made THE PUBLIC COMPETITIVE EXAMINATIONS THE FOLLOWING ~~RESULTS WERE OBTAINED~~:

COUNCIL OF STATE.

1875 - OUT OF SIX CANDIDATES APPOINTED, FOUR BELONGED TO THIS SCHOOL.

1877 - OUT OF SIX CANDIDATES APPOINTED, FIVE BELONGED TO THIS SCHOOL.

MINISTRY OF FINANCE.

1876 - OF SIX CANDIDATES APPOINTED, THE FIRST FOUR BELONGED TO THIS SCHOOL.

1877 - OF SIX CANDIDATES APPOINTED, THE FIRST FOUR BELONGED TO THIS SCHOOL.

1878 - OF SIX CANDIDATES, ALL CAME FROM THIS SCHOOL.

MINISTRY OF FOREIGN AFFAIRS.

1876 - OF SIX CANDIDATES APPOINTED, FOUR BELONGED TO THIS SCHOOL.

DIPLOMATIC EXAMINATIONS.

1877 - THE CANDIDATE ADMITTED TO HIGHEST RANK CAME FROM THIS SCHOOL.

CONSULAR EXAMINATION.

1877 The CANDIDATE ADMITTED WITH THE HIGHEST RANK CAME FROM THIS SCHOOL.

IT WILL BE SEEN THEN, THAT THIS SCHOOL, FOUNDED WITH AN INDEPENDENT ORGANIZATION BY A NUMBER OF ENERGETIC SCHOLARS AND POLITICAL MEN,

graduates

IS ALREADY BEGINNING TO PLACE ITS ~~MEN~~ IN LEADING POSITIONS UNDER THE FRENCH GOVERNMENT AND TO ACT WITH FORCE UPON THE AMELIORATION OF THE FRENCH PUBLIC SERVICE.

NO ONE WILL WONDER AT THESE RESULTS WHO HAS CONVERSED WITH THE students PROFESSORS AND ~~GRADUATES~~. IF IN THE LECTURE ROOM OF THE COLLEGE OF FRANCE, AT VARIOUS VISITS DURING THE LAST quarter of a century ~~25 YEARS~~, I HAVE ADMIRED THE IMPULSE GIVEN TO GENERAL POLITICAL THINKING, I HAVE ADMIRED NOT LESS, ~~AMONG THE PROFESSORS AND STUDENTS OF~~ in THIS NEWLY FOUNDED SCHOOL OF POLITICAL SCIENCE, THE DIRECTNESS WITH WHICH THE BEST THOUGHT IS APPLIED TO THE IMMEDIATE NEEDS OF THE NATION. BESIDES THIS, THE FRENCH ~~NATION~~ Government HAS TAKEN PAINS THAT SUCH INSTRUCTION SHALL BE BROUGHT TO BEAR UPON MEN IN TRAINING FOR THE GREAT INDUSTRIES OF THE COUNTRY. WOLOWSKI, DISTINGUISHED THROUGHOUT EUROPE AS A POLITICAL ECONOMIST, WAS EMPLOYED TO GIVE LECTURES UPON POLITICAL ECONOMY AT THE ~~SCHOOL~~ Conservatory OF ARTS AND TRADES (Conservatoire des Arts et Metiers) HE IS NOW SUCCEEDED BY PROFESSOR LEVASSEUR OF THE INSTUTUTE, AND RARELY workingmen HAVE I SEEN AN AUDIENCE ~~AS~~ so ATTENTIVE AS THE BODY OF ~~WORKMEN~~ WHICH FILLS HIS LECTURE ROOM. LECTURES ARE ALSO GIVEN BY M. BURAT IN INDUSTRIAL ECONOMY AND STATISTICS.

IN THE UNIVERSITIES OF ITALY, STUDIES IN POLITICAL AND SOCIAL SCIENCE AND GENERAL JURISPRUDENCE HAVE LONG BEEN ~~HONORED~~ PROMINENT, ~~PLACES~~ BY THE TRIUMPHS OF BECCARIA, FILANGIERI AND THEIR SUCCESSORS, A GREAT IMPULSE WAS GIVEN TO THESE SUBJECTS, AND TO THIS, PROBABLY MORE THAN TO

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ASSEMBLED AS WE ARE, ON A NATIONAL ANNIVERSARY, AND AT THE ANNUAL FESTIVAL OF AN INSTITUTION OF LEARNING, IT HAS SEEMED TO ME NOT UNFIT TO DISCUSS A QUESTION WHICH HAS POLITICAL AS WELL AS SCHOLASTIC BEARINGS, - A QUESTION WHICH TOUCHES VITAL INTERESTS, NOT ONLY OF OUR HIGHER INSTRUCTION, BUT OF THE NATION AT LARGE.

I PROPOSE TO SPEAK TO-DAY UPON WHAT SEEMS TO ME THE MOST IMPORTANT PROBLEM, AT PRESENT, IN ADVANCED EDUCATION, THE PROPER PROVISION FOR HIGHER INSTRUCTION IN SUBJECTS BEARING DIRECTLY UPON PUBLIC AFFAIRS.

THE DEMAND OF THIS NATION FOR MEN TRAINED IN HISTORY, POLITICAL AND SOCIAL SCIENCE AND GENERAL JURISPRUDENCE, CAN HARDLY BE OVERSTATED.

IN THE UNITED STATES, WE HAVE FIRST OF ALL, THE NATIONAL CONGRESS, COMPOSED OF TWO BODIES, EACH CALLED UPON TO DISCUSS AND DECIDE THE MOST IMPORTANT POLITICAL QUESTIONS, AND TO SOME EXTENT THE MOST IMPORTANT SOCIAL QUESTIONS. THEY THUS DISCUSS AND DECIDE FOR A NATION, TO-DAY OF FORTY MILLIONS OF PEOPLE, AND WHICH MANY NOW LIVING WILL SEE NUMBER A HUNDRED MILLIONS. NOR IS IT ALONE THE APPALLING ELEMENT OF NUMBERS WHICH STRIKES THE THOUGHTFUL CITIZEN; TIME STRETCHES BEFORE US IN A WAY EVEN MORE APPALLING; FOUNDATIONS ARE NOW LAYING FOR CENTURIES, WHAT IS DONE NOW IS TO TELL FOR GOOD OR EVIL UPON A LONG LINE OF GENERATIONS.

NOR IS THIS ALL; THE NATIONS OF THE EARTH MAY BE DIVIDED INTO ACTIVE AND PASSIVE: ACTIVE NATIONS ARE THOSE WHICH ARE TO WORK OUT THE DEVELOPMENT OF THE WORLD BY THOUGHT AND BY ACT, BY THE SPEECH AND THE BOOK, BY THE MISSIONARY AND THE SOLDIER, BY THE MACHINE AND THE PROCESS,

NAY, BY MERE BALES AND BOXES; PASSIVE NATIONS ARE THOSE WHICH ARE TO BE ACTED UPON, AND OFTEN IN WAYS MORE OR LESS BRUTAL. FOR GOOD OR EVIL, OURS IS TO BE AMONG THE ACTIVE NATIONS; ITS INFLUENCE IS TO BE FELT NOT ONLY UPON THE HUNDRED MILLIONS OF ITS OWN CITIZENS, BUT UPON THE STILL GREATER NUMBER OF THE HUMAN RACE OUTSIDE ITS BOUNDARIES.

BESIDES THE CONGRESS OF THE UNITED STATES, WE HAVE NEARLY FORTY STATE LEGISLATURES, EACH COMPOSED OF TWO HOUSES, AND BESIDE THESE, COUNTY BOARDS, TOWN BOARDS AND MUNICIPAL COUNCILS INNUMERABLE.

THERE ARE ALSO EXECUTIVE OFFICERS CORRESPONDING TO THESE LEGISLATIVE ASSEMBLIES, AND ALL THESE, WHETHER ENTRUSTED WITH EXECUTIVE OR LEGISLATIVE FUNCTIONS, ARE CALLED UPON TO THINK OUT AND WORK OUT THESE PROBLEMS, PROBABLY FOR THE GREATER PART OF THE HUMAN RACE.

BESIDE THESE REGULARLY CONSTITUTED BODIES, THERE ARE FROM TIME TO TIME, CONSTITUTIONAL CONVENTIONS IN THE VARIOUS STATES, FIXING THE BASES OF LEGISLATION; THESE EXERCISE AN INFLUENCE EXCEEDINGLY FAR-REACHING, FOR THEY DISCUSS POLITICAL AND SOCIAL QUESTIONS WITH ESPECIAL REFERENCE TO THE PAST EXPERIENCE AND FUTURE NEEDS OF THE COUNTRY; THEY FIX THE GROOVES, THEY LAY THE TRACK IN WHICH POLITICAL AND SOCIAL DEVELOPMENT WILL LARGELY RUN.

NOT LESS IMPORTANT ARE CERTAIN OTHER BODIES HAVING A MORE PROFOUND INFLUENCE ON REAL LEGISLATION THAN MEN USUALLY SUSPECT; DESPITE THE THEORETICAL SEPARATION OF POWERS IN OUR GOVERNMENT, THE JUDICIAL BODY, THROUGHOUT THIS LAND, IS, IN A CERTAIN SENSE, A LEGISLATIVE BODY;

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JUDGE-MADE LAW IS FELT THROUGHOUT OUR SYSTEM AND ALWAYS WILL BE FELT ; THE JUDICIARY OF THIS COUNTRY, FROM THE HONORED BENCH SITTING AT THE CAPITOL, TO THE MULTITUDE OF STATE COURTS OF EVERY GRADE, HAVE AN INFLUENCE FAR OUTREACHING THE SETTLEMENT OF TRANSIENT QUESTIONS IN ACCORDANCE WITH RECOGNIZED LEGAL PRINCIPLES ; FOR GOOD OR EVIL, THEIR IDEAS OF PUBLIC POLICY ARE KNIT INTO THE WHOLE POLITICAL AND SOCIAL FABRIC OF THE FUTURE. THE RELATIONS OF CAPITAL TO LABOR, THE CONNECTION OF PRODUCTION WITH DISTRIBUTION; EDUCATION, TAXATION, GENERAL, MUNICIPAL AND INTERNATIONAL LAW, PAUPERISM, CRIME, INSANITY, ALL ARE CONSTANTLY COMING BEFORE THESE BODIES ; POLICIES ARE FIXED, INSTITUTIONS CREATED, LAWS MADE WITH REFERENCE TO ALL THESE QUESTIONS; POLICIES, INSTITUTIONS, LAWS, IN WHICH LIE THE GERMS OF GLORY OR ANARCHY, OF GROWTH OR REVOLUTION.

THAT THERE IS A CONSTANT DANGER OF ERROR IN THE PRESENT, IS SHOWN BY THE EXPERIENCE OF THE PAST.

THERE IS NO NATION IN THE WORLD TO-DAY, WHICH IS NOT SUFFERING FROM THE MISTAKES OF LAW-MAKERS ON ALL THESE QUESTIONS ; NO THOUGHTFUL STUDENT IN SOCIAL SCIENCE IS IGNORANT THAT EDUCATION HAS BEEN CRIPPLED BY ILL-STUDIED INSTITUTIONS, THAT PAUPERISM HAS BEEN INCREASED BY THE VERY LEGISLATION INTENDED TO ALLEVIATE IT, THAT UP TO A RECENT PERIOD INSANITY WAS AGGRAVATED, AND EVEN MADE INCURABLE, BY THE USUAL SYSTEM OF PUBLIC PROVISION, THAT ILL-ADVISED SYSTEMS OF WARDING OFF POPULAR DISTRESS, SYSTEMS EMBODYING WHAT WAS CALLED GOOD COMMON-SENSE, HAVE AGAIN

MORE IMPORTANT IN SOME RESPECTS THAN THE DEMAND FOR BETTER POLITICAL TRAINING, AMONG THOSE DESTINED FOR PUBLIC BODIES IS THE DEMAND BY THE PRESS. EVEN THOSE OF US WHO HAD BEST REALIZED THE IMMENSE GRASP WHICH THE NEWSPAPER PRESS HAS UPON MODERN CIVILIZATION, WERE AMAZED during THE RECENT EXPOSITIONS AT PHILADELPHIA AND PARIS, at THE REVELATIONS OF THE EXTENT TO WHICH NEWSPAPER PUBLISHING IS NOW CARRIED.

WHEN IT IS CONSIDERED THAT at EACH OF THESE MYRIADS OF PRESSES A KNOT OF MEN ARE TEACHING LARGE BODIES OF CITIZENS, ESPECIALLY AS TO THEIR RIGHTS AND DUTIES IN SOCIETY, AND ADVISING THEM ON THE MOST IMPORTANT POLITICAL AND SOCIAL QUESTIONS, IT WILL BE SEEN THAT HERE IS AN ENORMOUS DEMAND FOR MEN TRAINED IN THE SUBJECTS ALREADY REFERRED TO.

THAT THERE IS NOT SUFFICIENT TRAINING OF THIS KIND AT PRESENT, IS LAMENTED BY NONE MORE THAN BY THE LEADING EDITORS OF OUR GREATER JOURNALS ; IT HAS PASSED INTO A PROVERB AMONG THEM, THAT IT IS EASIER TO OBTAIN A SCORE OF MEN WITH STRIKING ABILITY AS POETS, NOVELISTS, CRITICS, HUMORISTS THAN ONE MAN WHO CAN WRITE BRIEF, PITHY, COMPREHENSIVE ARTICLES ON LIVING QUESTIONS.

THE PULPIT TOO, HONORED AS IT IS THROUGHOUT OUR LAND AND PLEDGED TO EVERY FORM OF HUMANE WORK, AS IS ACKNOWLEDGED BY THOSE WHO MOST ADORN IT, SHOWS MUCH NEED OF THIS SAME INSTRUCTION. THE GREAT CHARITIES OF OUR CITIES ARE DISPENSED LARGELY THROUGH CHURCH ORGANIZATIONS, AND THOSE WHO HAVE ATTENDED MEETINGS OF THE SOCIAL SCIENCE ASSOCIATION OF THE UNITED STATES, WILL REMEMBER THE LAMENT OF ONE OF THE MOST HONORED

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AND THOUGHT, TO DECIDE BETWEEN OLD SOLUTIONS OF STATE PROBLEMS, OR TO WORK OUT NEW SOLUTIONS.

IT WILL HARDLY BE DENIED THAT THE WANT OF SUCH KNOWLEDGE AND SUCH TRAINING IS SERIOUSLY FELT IN ALL PARTS OF THE COUNTRY ; ~~OUR NATIONAL CONGRESS AND OUR STATE LEGISLATURE, UNQUESTIONABLY REPRESENT IN LARGE PROPORTIONS, THE MENTAL STRENGTH OF THE COUNTRY, THEY ARE CERTAINLY BODIES OF STRONG MEN. MENTALLY AND MORALLY, THEY ARE ABOVE, AS POLITICAL REASONING WOULD LEAD US TO SUPPOSE THEY WOULD BE, THE AVERAGE LEVEL OF THEIR CONSTITUENCIES ; BUT HOW IS THIS STRENGTH USED ? TAKE TAKING THE CONGRESS OF THE UNITED STATES AS AN EXAMPLE, WHILE I AM FAR FROM JOINING IN THE USUAL CANT AGAINST OUR REPRESENTATIVE BODIES, I THINK THAT NO ONE CAN LOOK THROUGH THE DISCUSSIONS OF THE LAST FEW YEARS, WITHOUT ACKNOWLEDGING THAT, WHILE THERE ARE REVEALED A FEW MEN IN BOTH PARTIES COMPETENT TO HANDLE GREAT QUESTIONS IN FINANCE, GENERAL ADMINISTRATION, CONSTITUTIONAL AND INTERNATIONAL LAW, IT IS NOT TOO MUCH TO SAY THAT THE MAJORITY OF THE SPEECHES ON THE MOST IMPORTANT QUESTIONS, HAVE BEEN OF VERY SLIGHT VALUE, THAT VERY MANY OF THEM, WHILE SHOWING A CERTAIN NATIVE STRENGTH AND KEENNESS, SHOW ALSO STRIKING IGNORANCE OF THE PLAINEST EXPERIENCE OF MANKIND, AND OF THE SIMPLEST PRINCIPLES OF POPULAR REASONING~~ ; In various constituted bodies proposed THEORIES HAVE BEEN ~~BROACHED~~ solemnly considered WHICH WERE LONG AGO EXTINGUISHED IN BLOOD,- PLANS ~~PROPOSED~~, WHICH HAVE LED WITHOUT EXCEPTION, WHEREVER TRIED, TO RUIN, MORAL AND FINANCIAL,- SYSTEMS ADOPTED, WHICH HAVE BEEN SOMETIMES THE TRAGEDIES SOMETIMES THE FARCES

UPON THE STAGE OF HUMAN AFFAIRS.

ALL THIS TOO , NOT MAINLY BY KNAVES OR FOOLS, BUT OFTEN BY MEN OF VIGOROUS MINDS, OF CONSIDERABLE READING, OF WHAT IS CALLED GOOD COMMON-SENSE.

AS TO STATE LEGISLATION, WE NOTE A PRODIGOUS AMOUNT OF WASTE AND ERROR IN DEALING WITH POLITICAL AND SOCIAL QUESTIONS ; ~~DURING FOUR YEARS A MEMBER OF THE SENATE OF OUR LARGEST COMMONWEALTH, I MAY SAY THAT I HAVE SEEN MANY SUCH MISTAKES, AND HAVE MYSELF BEEN AMONG THOSE GUILTY OF THEM ; I HAVE SEEN INSTITUTIONS FOR THE CARE OF THE INSANE CREATED AT VAST EXPENSE WITH THE VERY BEST OF INTENTIONS, YET ORGANIZED IN A MANNER MOST UNFORTUNATE, SIMPLY FROM WANT OF KNOWLEDGE ; I HAVE SEEN~~ institutions for the poor, the insane, the criminals classes are often constantly created at vast expense yet often so built & organized and placed as to thwart them in LAWS FOR THE REPRESSION OF CRIME DISCUSSED WITH AN UTTERLY INADEQUATE KNOWLEDGE OF PRINCIPLES, THAT IN SOME OTHER LANDS HAVE BEEN CAREFULLY SETTLED ; IN QUESTIONS OF ~~THE~~ TAXATION ~~OF OVER FOUR MILLIONS OF PEOPLE, I HAVE SEEN~~ THE SETTLED EXPERIENCE AND SIMPLEST REASONINGS AND CONCLUSIONS OF THOUGHTFUL MEN IN VARIOUS NATIONS, often PASS FOR NOTHING, AND A SPIRIT OF ANARCHY RESULTING ONLY EQUALLED BY THAT OF FRANCE JUST BEFORE THE REVOLUTION OF 1789 ; ~~IN REGARD TO~~ as PAUPERISM, ~~I HAVE SEEN~~ are often MEANS TAKEN SIMILAR TO THOSE WHICH IN ENGLAND, OVER 300 YEARS AGO, BEGAN THE CREATION OF A PERMANENTLY PAUPERIZED CLASS ; IN DEALINGS WITH EDUCATION, ~~I HAVE SEEN~~ are CODES MADE AND MILLIONS VOTED, WITH NO ~~REAL~~ DISCUSSION, through ~~HAVE SEEN~~ and THE RELATIONS OF EDUCATION TO INDUSTRY, THE PROBLEM NOW OCCU-

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PYING EVERY OTHER GREAT NATION OF THE EARTH, ARGUED WITH ~~A~~ ER LESS CARE, THAN THE LOCATION OF A CANAL BRIDGE.

~~IN ALL THIS, I CERTAINLY CAN CLAIM NOTHING BEYOND MY COLLEAGUES~~

IN COUNTY, TOWN AND MUNICIPAL BODIES, THE SAME THING IS HARDLY LESS GLARING ; ALMOST EVERY MUNICIPAL ABUSE WHICH ARTHUR YOUNG FOUND IN FRANCE UNDER LOUIS XVI., AND WHICH MAY FOUND IN ENGLAND UNDER GEORGE III., SEEMS TO FIND ITS COUNTERPART SOMEWHERE IN OUR OWN LAND AND TIME. IN ONE OF THE MOST ENLIGHTENED COUNTIES OF ONE OF OUR MOST ENLIGHTENED STATES, A BODY OF EXCELLENT REPUTATION AND SOUND COMMON-SENSE, ~~FOR YEARS AND YEARS, AS I HAPPEN DIRECTLY TO KNOW,~~ for years and years HAVE, AT LARGE EXPENSE, KEPT UP AN INSTITUTION, NOT MERELY FOR THE ~~CONFINEMENT AND~~ PUNISHMENT OF ~~but~~ for the development of new criminals; they Old CRIMINALS, BUT HAVE RESISTED, AND ARE STEADILY RESISTING TO-DAY, ANY MOVEMENT TO PREVENT THE INSTITUTION BEING WHAT IT HAS LONG BEEN, - A CRIMINAL HIGH SCHOOL, TAKING LARGE NUMBERS OF NOVICES ~~IN CRIME~~ AND GRADUATING THEM ~~EXPERIENCED CRIMINALS~~ Masters of Criminal arts, and such institutions are to be found probably in every state in the Union.

THIS IS NOT ON ACCOUNT OF WANT OF INTEGRITY OR CAPACITY IN THE BODY CONCERNED ; IT IS COMPOSED OF MEN WHO MANAGE THEIR OWN AFFAIRS ~~AS~~ HONESTLY AND PRUDENTLY ; BUT THERE IS PROBABLY NOT ONE AMONG THEM WHO HAS EVER SEEN ANY DISCUSSION OF THE BEST MODES OF DEALING WITH CRIME IN CIVILIZED NATIONS.

BUT LET US LEAVE THE VARIOUS CONSTITUTED BODIES, AND GO AMONG THE PEOPLE AT LARGE ; IN A REPUBLIC LIKE OURS, THE PEOPLE ARE CALLED ON AT THE LAST, TO DECIDE UPON ALL FUNDAMENTAL QUESTIONS ; ON THEIR DECISION

RESTS THE STRENGTH, THE PROGRESS, NAY, IN MANY CASES THE EXISTENCE OF THE REPUBLIC.

TO ANY SUCH PROPER DISCUSSION AND ADJUSTMENT OF POLITICAL AND SOCIAL QUESTIONS BY THE PEOPLE, THERE ARE TWO CONDITIONS ; FIRST, THERE MUST BE EDUCATION OF THE MASS OF THE CITIZENS AT LEAST UP TO A POINT WHERE THEY CAN GRASP SIMPLE POLITICAL QUESTIONS, THAT IS, UP TO THE ABILITY TO READ, TO CONCENTRATE AND EXERCISE THEIR REASONING POWERS ON SIMPLE PROBLEMS, AND TO KNOW SOMETHING OF THEIR OWN COUNTRY AND ITS RELATIONS TO THE WORLD ABOUT IT.

SUCH AN EDUCATION IS GIVEN IN THE PUBLIC SCHOOLS OF OUR COUNTRY ; WITH SUCH A BASIS, THE FIRST GREAT ELEMENT IN THE SAFETY OF THE NATION IS REASONABLY SECURE ; I AM CONVINCED THAT SUCH AN EDUCATED DEMOCRACY IS THE BEST OF ALL BODIES TO WHICH GENERAL PUBLIC QUESTIONS CAN BE SUBMITTED, AND FOR THIS BELIEF THERE IS HIGH AUTHORITY WHERE WE MIGHT LITTLE EXPECT IT ; THE RECENT UTTERANCES OF LEADING STATESMEN AND THINKERS IN ENGLAND, REGARDING THE SUBMISSION OF QUESTIONS OF FUNDAMENTAL POLICY TO A FAIRLY EDUCATED PEOPLE, AS COMPARED WITH THE SUBMISSION OF SUCH QUESTIONS SIMPLY TO THE MOST HIGHLY EDUCATED CLASSES, ARE VERY STRIKING ; THE MOST THOUGHTFUL COTEMPORARY ENGLISH STATESMAN HAS DECLARED THAT THE JUDGMENT OF THE MASS OF THE ENGLISH VOTERS ON THE LEADING POLITICAL AND SOCIAL QUESTIONS OF THE PAST FIFTY YEARS, HAS BEEN FAR MORE JUST THAN THAT OF THE MOST HIGHLY EDUCATED CLASSES, AND HE BRINGS

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TO THE SUPPORT OF THIS STATEMENT, HISTORICAL ARGUMENTS WHICH CAN NOT BE GAINSAID. (1) ~~(NOTE)~~

AS TO THIS FIRST CONDITION FOR THE GENERAL EDUCATION OF THE PEOPLE, WE HAVE MADE IN MOST OF OUR STATES, LARGE PROVISION ; I DO NOT CONTEND THAT OUR PRIMARY EDUCATION IS PERFECT, I KNOW ITS IMPERFECTIONS TOO WELL, BUT THE PEOPLE ARE AWAKE TO ITS IMPORTANCE AND SHOW ON ALL SIDES A DESIRE TO CONTINUE IT ; OF COURSE DEMAGOGUES HERE AND THERE SEEK TO GAIN BITS OF SPECIAL FAVOR BY ATTEMPTING TO UNDERMINE THE SYSTEM, BUT THEIR TENDENCIES ARE WELL KNOWN, AND ARE STEADILY BECOMING BETTER KNOWN.

THE SECOND CONDITION OF THE PROPER MAINTENANCE OF THE REPUBLIC IS SUITABLE INSTRUCTION FOR THE NATURAL LEADERS RISING FROM THE MASS. THE RISE OF SUCH LEADERS IS INEVITABLE, THEY ARE SURE TO APPEAR IN EVERY SPHERE OF POLITICAL AND SOCIAL ACTIVITY, THEY COME FROM ALL CLASSES BUT MAINLY FROM THE ENERGETIC, LESS-WEALTHY CLASSES :-FROM THE CLASSES DISCIPLINED TO VIGOR AND SELF-DENIAL BY POVERTY.

THESE ARE TO INFLUENCE THE COUNTRY IN ALL EXECUTIVE LEGISLATIVE AND JUDICIAL POSITIONS, THEY ARE TO ACT IN THE FORUM AND THROUGH THE PR[illegible] NAY, PERHAPS MORE STRONGLY STILL BY STIMULATING THAT IMITATION WHICH A ~~RECENT~~ WRITER HAS SHOWN TO BE ONE OF THE MOST POWERFUL FACTORS IN THE DEVELOPMENT OF NATIONS TO HIGHER POLITICAL AND SOCIAL LIFE. (2) ~~:NOTE:~~

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(1) SEE THE ARTICLES OF MR. GLADSTONE AND OTHERS IN RECENT NUMBERS OF THE NINTEENTH CENTURY.

(2) ::SEE BAGEHOT, PHYSICS AND POLITICS ::

FOR THE DEVELOPMENT OF THESE WITH REFERENCE TO THIS LEADERSHIP, FOR THE TRAINING OF THEIR POWERS OF OBSERVATION AND REASONING, FOR THE GIVING OF THAT HISTOROCAL KNOWLEDGE OF PAST FAILURES WHICH IS THE BEST GUARANTEE FOR FUTURE SUCCESS, THERE IS AT PRESENT IN OUR HIGHER EDUCATION IN THE United States NO ADEQUATE PROVISION ; The Exhibits at the recent Exposition at Philadelphia show that HERE AND THERE, IN A FEW OF OUR HIGHER INSTITUTIONS, BEGINNINGS HAVE BEEN MADE, AND GOOD BEGINNINGS, BUT SUCH INSTITUTIONS ARE FEW, IN MOST OF THEM, POLITICAL ECONOMY IS NOT TAUGHT, SAVE BY A SHORT COURSE OF RECITATIONS FROM A TEXT-BOOK ; IN very few ~~HARDLY ANY~~ OF THEM IS THERE THE SLIGHTEST INSTRUCTION, WORTHY OF THE NAME, IN HISTORY. The very department which in the European Universities is made to give a basis & a method for studies in Political Social Science.. ~~I AM HERE, I MAY BE PARDONED FOR SAYING THAT, WHILE I REGRET THAT WE HAVE NOT AS YET BEEN ABLE TO DO MORE AT THIS INSTITUTION, AND WHILE I AM NOW PREPARED TO URGE VIGOROUSLY MORE EXTENDED WORK, I MAY AT LEAST SAY THAT IN NO AMERICAN UNIVERSITY IS THERE SO EXTENDED A COURSE IN HISTORY, ANCIENT, MEDIAEVAL, MODERN AND CONTEMPORARY, PHILOSOPHICAL AND NARRATIVE, AND NOWHERE IS THERE MORE ENLIGHTENED TEACHING IN POLITICAL ECONOMY, THAN AT CORNELL. WE HAVE AT LEAST LAID GOOD FOUNDATIONS.~~

THE RESULTS OF THIS DEFECT IN OUR HIGHER EDUCATION ARE CONSTANTLY BEFORE US, ~~IN A GENERAL WAY, I HAVE ALREADY ALLUDED TO THEM~~ ; AMONG THESE NATURAL LEADERS IN OUR COUNTRY, WHETHER IN THE PUBLIC ASSEMBLIES OR THE PRESS, THERE IS CERTAINLY NO LACK OF TALENT AND EVEN GENIUS ; AMONG THE MOST STRIKING CHARACTERISTICS OF THE COUNTRY, AS NOTICED BY UNPREJUDICED FOREIGNERS, IS THE GREAT NUMBER OF MEN OF ABILITY IN EVERY

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DIRECTION, AND THE POWER WITH WHICH THEY ARE ABLE TO PRESENT THEIR I-
DEAS TO THEIR FELLOW CITIZENS. BUT HOW IS THIS POWER EXERCISED.
WITH FEW EXCEPTIONS, THE PRESENTATION OF POLITICAL AND SOCIAL QUESTIONS
AT PUBLIC MEETINGS, IS EVEN LESS SATISFACTORY THAN [redacted] IN
OUR REPRESENTATIVE BODIES ; THE SPEAKERS GENERALLY HAVE ABILITY, BUT
RARELY HAVE THEY STUDIED THE MAIN QUESTIONS INVOLVED ; WHAT THEY KNOW
HAS BEEN MAINLY GATHERED HERE AND THERE AT HAPHAZARD FROM THIS MAGAZINE
AND THAT NEWSPAPER ; THE RESULT IS NATURAL, INSTEAD OF REAL ARGUMENT,
TOO OFTEN INVECTIVE ; INSTEAD OF ILLUSTRATION, BUFFONERY ; INSTEAD OF
ANY ADEQUATE EXAMINATION OF THE HISTORY INVOLVED, PERSONAL DEFAMATION ;
INSTEAD OF INVESTIGATION OF SOCIAL QUESTIONS, APPEALS TO PREJUDICE ;
NOR IS THE PRESS OF THE COUNTRY WHAT IT MIGHT BE ; THERE ARE INDEED
NOBLE EXCEPTIONS, BUT IN HOW FEW PAPERS DO WE FIND BRIEF, VIGOROUS, PITHY
DISCUSSIONS OF THE CENTRAL POINTS IN LIVING QUESTIONS, HOW CONSTANTLY
ARE WE REGALED INSTEAD, WITH SCANDALS AND SENSATIONS. IT MAY BE SAID
THAT THE CAUSE OF THIS LIES IN THE NATURAL TENDENCY OF DEMOCRACY FROM
THE DAYS OF CLEON BEFORE THE ATHENIAN ASSEMBLY, TO THE GYRATIONS OF
CERTAIN POLITICIANS BEFORE CERTAIN AMERICAN ASSEMBLIES ; THIS THEORY IS
EASY AND CONVENIENT, BUT ANY ONE MUCH ACCUSTOMED TO PUBLIC MEETINGS IN
OUR COUNTRY, CAN SEE MANY REASONS FOR DISBELIEVING IT ; AN AMERICAN AS-
SEMBLY ENJOYS WIT AND HUMOR, BUT THERE IS ONE THING THAT IT PRIZES MORE

[redacted], AND THAT IS THE VIGOROUS, THOROUGH DISCUSSION OF PRESSING POLIT-
ICAL OR SOCIAL QUESTIONS. THE HISTORY OF THE PAST FEW YEARS GIVES
STRIKING EXAMPLES OF THIS ; I HAVE MYSELF, WITHIN THE PAST YEAR, SEEN
Several
TWO STATESMEN OF VERY DIFFERENT VIEWS, BUT POWERFUL AND THOUGHTFUL,
heard four
BEFORE LARGE PUBLIC MEETINGS, LAMENTING THE FACT THAT THE QUESTIONS DIS-
CUSSED WERE QUESTIONS OF FINANCE, THE VERY DRYEST IN POLITICAL SCIENCE ;
AND YET THOSE LARGE AUDIENCES WERE HELD FIRMLY FROM FIRST TO LAST BY
THEIR INTEREST IN VIGOROUS ARGUMENT.

I AM CONVINCED THAT THE DIFFICULTY IS NOT IN THE WANT OF POPULAR
APPRECIATION OF CLOSE ARGUMENT, BUT RATHER THE FREQUENT WANT AMONG POLIT-
ICAL LEADERS, OF ADEQUATE TRAINING FOR DISCUSSION.

THE QUESTION NOW ARISES WHAT THIS TRAINING IN POLITICAL AND SOCIAL
SCIENCE SHOULD BE.

In the light thrown upon the question by the opening of other nations, would, I am
I ANSWER FIRST, THAT THERE SHOULD BE CLOSE STUDY OF THE POLITICAL
Peoples
AND SOCIAL HISTORY OF THOSE NATIONS WHICH HAVE HAD THE MOST IMPORTANT
EXPERIENCE, AND ESPECIALLY OF OUR OWN COUNTRY ; THUS ALONE CAN THE EX-
PERIENCE OF THE PAST BE BROUGHT TO BEAR UPON THE NEEDS OF THE PRESENT,
THUS ALONE CAN WE KNOW THE REAL DEFEATS AND TRIUMPHS OF THE PAST, SO
THAT WE MAY AVOID SUCH DEFEATS AND SECURE SUCH TRIUMPHS IN THE FUTURE.

IN THE NEXT PLACE, I WOULD URGE THE TEACHING OF POLITICAL ECONOMY
IN ITS LARGEST SENSE, NOT THE MERE DOGMAS OF THIS OR THAT SCHOOL, BUT
RATHER THE COMPARATIVE STUDY OF THE GENERAL PRINCIPLES OF THE SCIENCE
AS LAID DOWN BY LEADING THINKERS OF VARIOUS SCHOOLS ; AND TO THIS END,

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I WOULD URGE THE HISTORICAL STUDY OF THE SCIENCE IN ITS DEVELOPMENT, IN ITS PROGRESSIVE ADAPTATION TO THE CIRCUMSTANCES OF VARIOUS NATIONS. UNDER THIS WOULD COME QUESTIONS RELATING TO NATIONAL AND STAE POLICY, INDUSTRIAL, COMMERCAAL, FINANCIAL, EDUCATIONAL, TO THE RELATIONS OF CAPITAL TO LABOR, AND PRODUCERS TO DISTRIBUTERS, TO TAXATION AND A MULTITUDE OF SIMILAR SUBJECTS.

NEXT, I WOULD NAME THE STUDY OF WHAT IS GENERALLY CLASSED AS SOCIAL SCIENCE, INCLUDING WHAT PERTAINS TO THE CAUSES, PREVENTION, ALLEVIATION, AND CURE OF PAUPERISM, INSANITY AND CRIME. NOR WOULD I NEGLECT THE STUDY OF THE MOST NOTED THEORIES AND PLANS FOR THE AMELIORATION OF SOCIETY, - THE ARGUMENTS IN THEIR SUPPORT, THE CAUSES OF THEIR FAILURE, AND I WOULD ALSO HAVE CAREFUL INVESTIGATION INTO THE RELATIONS OF VARIOUS BODIES AND CLASSES WHICH NOW APPARENTLY THREATEN EACH OTHER ; I WOULD FOR EXAMPLE, HAVE THE STUDENT EXAMINE THE REASONS WHY THE COMMUNISTIC SOLUTION OF THE LABOR QUESTION HAS FAILED, AND WHY THE CO-OPERATIVE SOLUTION HAS SUCCEEDED.

AS ANOTHER SUBJECT OF GREAT IMPORTANCE, I WOULD NAME THE GENERAL PRINCIPLES OF JURISPRUDENCE, AND ESPECIALLY THOSE PRINCIPLES WHICH ARE MORE AND MORE MAKING THEIR WAY IN MODERN CIVILIZED NATIONS. THE ADVANTAGE OF THIS IS EVIDENT ; APART FROM THE PRACTICAL USES OF SUCH A STUDY, WHO DOES NOT FEEL IN OUR GENERAL LEGISLATION, ~~THE LACK OF LARGE AND CALM VIEWS OF JURISPRUDENCE~~ constantly too much of the attorney and to little of the jurist-2.

AND IN THE STUDY OF GENERAL JURISPRUDENCE, I WOULD URGE THE COMPARATIVE AND HISTORICAL METHOD ; NO COUNTRY IN THE WORLD AFFORDS SO FINE A FIELD FOR SUCH A METHOD AS OUR OWN ; IN ALL OUR STATE ~~LEGISLATURES~~ Political, EXPERIMENTS ARE MAKING, IN ALL OUR LEGISLATURES, ACTIVE-MINDED MEN ARE APPLYING THEIR SOLUTIONS TO THE PROBLEMS PRESENTED; AND STUDY OF THE COMPARATIVE LEGISLATION OF OUR OWN STATES, IF SUPPLEMENTED BY THE STUDY OF THE GENERAL LEGISLATION OF OTHER COUNTRIES, COULD NOT FAIL TO BE OF VAST USE IN THE IMPROVEMENT OF SOCIETY.

I WOULD ALSO HAVE INSTRUCTION GIVEN IN THE GENERAL PRINCIPLES OF INTERNATIONAL LAW ; IN THE DEVELOPMENT OF THIS SCIENCE LIES MUCH OF HAPPINESS FOR THE FUTURE OF THE WORLD, BUT THERE IS AN IMPORTANT PRACTICAL INTEREST ; WHILE THE INJUNCTION OF THE FATHER OF HIS COUNTRY TO AVOID ENTANGLING ALLIENCES HAS SUNK DEEP INTO THE AMERICAN MIND, THERE CAN BE NO DOUBT THAT BEFORE OUR COUNTRY SHALL HAVE ATTAINED A HUNDRED MILLIONS OF INHABITANTS, OUR DIPLOMATIC RELATIONS WITH MANY OTHER COUNTRIES WILL REQUIRE MUCH MORE SERIOUS THOUGHT THAN NOW ; IT IS NOT TOO SOON TO HAVE THIS IN VIEW. HAPPILY ON ALL THESE SUBJECTS, AND ESPECIALLY WITHIN THE PRESENT CENTURY, A VAST MASS OF PRECIOUS EXPERIENCE AND THO'T HAVE BEEN DEVELOPED, MANY OF THE STRONGEST MEN OF THE CENTURY HAVE GIVEN THEIR EFFORTS TO THIS ; WHEN BUCKLE SAYS THAT ADAM SMITH, IN HIS BOOK, RENDERED TO THE WORLD THE GREATEST SERVICES THAT ANY ONE MAN HAS EVER THUS RENDERED, WHETHER WE AGREE WITH HIM OR NOT AS TO THE CLAIM OF HIS HERO, WE CAN HARDLY DISAGREE AS TO THE IMPORTANCE OF THE SUBJECT. THERE IS SOMETHING INSPIRING IN THIS SUCCESSION OF GREAT THINKERS IN

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IN THIS PARTICULAR CASE WE MAY ASK WHY ARE NOT STUDIES OF POLITICAL AND SOCIAL QUESTIONS FULLY EQUAL TO ANY OTHERS IN GIVING DISCIPLINE ? THEY CALL OUT OUR INTELLECTUAL POWERS IN DISCUSSING PROBLEMS OF THE DEEPEST HUMAN IMPORT ; THEY BRING INTO PLAY OUR HIGHER MORAL POWERS IN JUDGING BETWEEN PLANS OF INSTITUTIONS AND LINES OF CONDUCT ON THE PLANE OF RIGHT AND DUTY.

I CLAIM FOR THE STUDIES IN THE COURSE PROPOSED, AN ESPECIAL VALUE IN DISCIPLINE ; ANY WORTHY DISCUSSION IN POLITICAL ECONOMY AND SOCIAL SCIENCE, GIVES VALUABLE DISCIPLINE FOR CONCENTRATION AND DIRECTNESS OF MIND, ANY PROPER DISCUSSION IN HISTORY GIVES A DISCIPLINE FOR BREADTH OF MIND, AND THESE TWO SORTS OF DISCIPLINE ARE FULLY EQUAL TO ANY GIVEN IN ANY OTHER COURSES OF INSTRUCTION.

IT MAY ALSO BE OBJECTED BY MEN DEVOTED TO PHYSICAL SCIENCES, THAT THE POWERS OF OBSERVATION SHOULD BE TRAINED ; IN ANSWER TO THIS, IT IS SUFFICIENT TO POINT OUT MANY MEN WHO IN POLITICAL STUDIES, HAVE GAINED AS GREAT QUICKNESS IN OBSERVATION, AS CAN BE FOUND IN ANY CLASS OF SCIENTIFIC MEN. IT IS HARD TO SEE WHY THE OBSERVING POWERS OF MONTESQUIEU, AND JOHN STUART MILL AND FRANCIS LIEBER, WERE NOT AS HIGHLY TRAINED AS THOSE OF CUVIER AND HUXLEY AND AGASSIZ.

THE NEXT OBJECTION WILL PROBABLY BE ON THE SCORE OF CULTURE ; IN THIS OBJECTION I SEE NO FORCE, BECAUSE IT IS PERFECTLY POSSIBLE TO BRING STUDIES FOR CULTURE, INTO THE COURSE PROPOSED, NAY, IT IS INDISPENSIBLE TO BRING IN STUDIES OF AT LEAST ONE OR TWO LANGUAGES OF THE

GREAT MODERN STATES OR THEIR MASTER-PIECES IN LITERATURE AND ART, WHILE AS TO THAT CULTURE WHICH COMES FROM A KNOWLEDGE OF NATURE, IT WILL NOT BE DIFFICULT TO GIVE GOOD INSTRUCTION IN SCIENTIFIC METHODS AND RESULTS.

AGAIN IT MAY BE URGED THAT YOUNG MEN ARE NOT MATURE ENOUGH AND NOT SUFFICIENTLY INSTRUCTED TO TAKE UP SUCH STUDIES ON ENTERING COLLEGE ; I ANSWER THAT IT IS NOT PROPOSED TO ADMIT YOUNG MEN TO THESE COURSES WITHOUT REASONABLE PREPARATION, NOR IS IT PROPOSED, DURING THE FIRST YEAR OF SUCH A COURSE TO PLUNGE THE STUDENT INTO THE MOST DIFFICULT PARTS OF IT , HE WILL BE BROUGHT TO THESE GRADUALLY BY PRELIMINARY STUDIES, PROPERLY COMBINED WITH THE SUBJECTS HAVING AS THEIR AIM, GENERAL DISCIPLINE AND CULTURE ; THE SAME OBJECTION COULD BE MADE WITH EQUAL FORCE AGAINST ANY SCIENTIFIC COURSE, OR ANY COURSE IN PHILOSOPHY.

BUT GRANTING THAT THE OBJECTION HAS SOME FORCE, THE QUESTION IS NOT WHAT IS IDEALLY THE BEST COURSE, IT IS SIMPLY WHAT IS THE BEST COURSE POSSIBLE, AND ~~I FULLY BELIEVE~~ Experience shows THAT ONLY UNDERGRADUATE COURSES OF THE SORT PROPOSED WILL GIVE ANY GREAT NUMBER OF THE WELL-TRAINED MEN WE REQUIRE. AGAINST THESE OBJECTIONS, SHOULD BE CONSTANTLY BE KEPT IN VIEW THE MAIN ADVANTAGE, WHICH IS, THE LARGE NUMBER OF STUDENTS WHO WOULD CERTAINLY TAKE SUCH A COURSE.

BUT OBJECTIONS WILL BE MADE ON MORE GENERAL GROUNDS.

THE FIRST MAY BE CALLED THE OPTIMIST OBJECTION, THAT THE PEOPLE CAN BE ENTRUSTED TO ENLIGHTEN THEMSELVES, THAT THEY ARE DIRECTLY INTERESTED, AND THAT SELF-INTEREST IS A MOST POWERFUL STIMULUS, THAT THE

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WORLD HAS IMPROVED STEADILY, AND WILL CONTINUE TO DO SO. THIS IS PARTLY TRUE ; NO ONE CAN DENY THAT SELF-INTEREST IS A MOST POWERFUL STIMULUS, BUT THE POINT IS TO GIVE MORE OF THAT EDUCATION WHICH SHALL ENABLE MEN TO FIND OU T WHERE THEIR REAL SELF-INTEREST IS.

AS TO THE FACT THAT THE WORLD HAS IMPROVED STEADILY, I DO NOT DENY IT, BUT SIMPLY OBSERVE THAT THIS IS A QUESTION OF COST.

For few indeed realize

~~OR, DID YOU EVER THINK~~ WHAT A FEARFUL PRICE HAS BEEN PAID HITHERTO, FOR THE SIMPLEST ADVANCES IN POLITICAL AND SOCIAL SCIENCE WHEN ACHIEVED BY THE GRADUAL GROWTH OF THE POPULAR MIND. TAKE A FEW EXAMPKES OUT OF MANY.

BEFORE ENGLAND COULD LEARN WHAT ARE TO-DAY THE SIMPLEST THINGS IN THE PROPER ADJUSTMENT OF LEGISLATIVE AND EXECUTIVE POWERS, THE NATION WAS DRAGGED THROUGH A FEARFUL CIVIL WAR ; THROUGH A LONG PERIOD OF CONSEQUENT DEMORALIZATION; ONE KING LOSING HIS HEAD AND ANOTHER HIS CROWN ; BEFORE FRANCE, IN THE 17TH CENTURY, COULD UNDERSTAND THE SIMPLEST RELATIONS BETWEEN HER INDUSTRIAL POLICY AND THAT OF NEIGHBORING STATES, BEFORE SHE COULD REALIZE THAT WORKMEN ON ONE SIDE OF A FRONTIER, ARE NOT NECESSARILY THE ENEMIES OF THOSE ON THE OTHER SIDE, BUT RATHER HELPERS ABD CO-WORKERS, SHE WAS DRAGGED THROUGH A SIRIES OF WARS WHICH BROUGHT HER TO UTTER RUIN ; BEFORE, IN THE 18TH CENTURY, SHE COULD LEARN WHAT ARE NOW THE AXIOMS OF POLITICAL SCIENCE APPLIED TO TAXATION, SHE HAD TO

two

GO THROUGH A PERIOD OF REVOUUTION, A PERIOD OF ANARCHY, A PERIODS OF BANK-

two

RUPTCY, * PERIODS OF DESPOTISM, WITH ENDLESS SHEDDING OF BLOOD UPON SCAFFOLDS. BEFORE THE WORLD LEARNED TO ACCEPT THE SIMPLEST MODERN AXIOMS

and battlefields & street pavements

OF TOLERATION AT THE TREATIES OF PASSAU AND WESTPHALIA, RIVERS OF BLOOD FLOWED THROUGH EVERY GREAT NATION IN EUROPE ; BEFORE THE PRUSSIAN STATE COULD LEARN TO ALLOW POLITICAL THINKERS LIKE STEIN, TO STUDY OUT AND WORK OUT THE PROBLEM OF HER ADJUSTMENT TO MODERN IDEAS, SHE HAD TO BE CRUSHED IN BATTLE, HUMBLED IN THE DUST BY DIPLOMACY AND TO GO THBOUGH TEN YEARS OF WASTE AND WAR. BEFORE THE AUSTRIAN EMPIRE COULD LEARN THE PRINCIPAL RELATIONS OF EDUCATION TO PUBLIC POLICY, SEVERAL GENERATIONS HAD TO BE TAUGHT BY MILITARY HUMILIATIONS , AND, AMONG THESE, AUSTERLITZ, MAGENTA AND SADOWA. BEFORE ITALY COULD WORK OUT THE PROBLEM OF POLITICAL UNITY, THERE CAME 300 YEARS OF INTERNAL SUFFERING ; AND POSSIBLY THE FUTURE HISTORIAN MAY POINT TO A CASE HARDLY LESS STRIKING ON THIS SIDE OF THE ATLANTIC. IS IT AT LEAST NOT WORTH AN HEROIC EFFORT TO SUBSTITUTE A THOROUGH EDUCATION REACHING MANY OF THOSE WHO ARE TO LEAD IN PUBLIC AFFAIRS, AND SO REACHING THE PEOPLE THEMSELVES, AN EDUCATION IN THE OBSERVATION OF HUMAN EXPERIENCE AND IN REASONING UPON IT, IN THE HOPE THAT WE MAY HEREAFTER MAKE PROGRESS AT SOMETHING LESS THAN THE FEARFUL PRICE WHICH THE WORLD HAS HERETOFORE PAID.

I CONFESS THAT I AM SANGUINE ENOUGH TO HOPE THAT WITH MORE COMPLETE EXTENSION OF POLITICAL AND SOCIAL KNOWLEDGE, WITH SOME TRAINING FOR BETTER DISCUSSION OF IMPORTANT POLITICAL AND SOCIAL PROBLEMS, THE WORLD MAY IN THE FUTURE BEGIN TO ADVANCE WITHOUT PAYING THE APPALLING COST FOR

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PROGRESS WHICH SHE HAS PAID AND IS STILL PAYING ; BUT TO BRING THIS ABOUT THERE MUST BE EFFORT ; PROBLEMS ARE ARISING AT THIS MOMENT BEFORE US AS FEARFUL AS ANY THAT HAVE EVER ~~DISAPPEARED BEHIND US~~ ; ~~THE QUESTION BE-~~ TWEEN CAPITAL AND LABOR ALONE, IS ENOUGH TO EXERCISE OUR BEST THOUGHT, IT CAN EASILY GIVE RISE TO SCENES AS FEARFUL AS ANY IN HUMAN HISTORY. THE QUESTION IS WHETHER SUCH PROBLEMS SHALL BE SOLVED BY OBSERVANT, PATIENT, WELL-TRAINED MEN, LOOKING OVER LARGE FIELDS OF HUMAN EXPERIENCE, APPLYING TO THEM THE BEST HUMAN THOUGHT, OR WHETHER THEY SHALL BE DEALT WITH BY DECLAMATION, PASSION, DEMAGOGUISM, TRICKERY, NAY, WITH THE TORCH ~~AND~~ THE RIFLE + the gallows.

NEXT COMES THE PESSIMIST'S ARGUMENT ; IT WILL BE SAID "THE GREATEST FACTOR IN REPUBLICAN DEVELOPMENT IS PERSONAL FORCE, THE PEOPLE WILL ELECT MEN OF WILL-POWER, THEY WILL NOT ELECT YOUR MEN OF STUDY AND THOUGHT."

MY ANSWER IS, FIRST, THAT THE EFFORT IN OUR PROPOSED COURSE IS TO LAY HOLD ON SOME OF THESE MEN OF PERSONAL FORCE AND WILL-POWER, TO BRING THEM INTO THE HARNESS OF REAL STATESMANSHIP RATHER THAN TO LEAVE THEM TETHERED BY CROTCHETS AND HALF-TRUTHS.

BUT SUPPOSE ALL OUR MEN OF STUDY AND THOUGHT ARE NOT ELECTED, OFFICIAL POSITIONS ARE NOT THE ONLY MEANS OF INFLUENCE, PEN AND TONGUE ARE OFTEN MOST POWERFUL OUTSIDE OF OFFICIAL POSITIONS.

WHAT WE WANT IS TRAINING FOR PUBLIC SERVICE AMONG MEN OF VARIOUS SORTS OF POWER, SOME IN OFFICE, SOME IN THE PRESS, SOME IN THE PULPIT, Some in the ordinary vocations of life.

~~Some in the ordinary vocations of life~~ 29A

IN ALL THESE ~~PALCES~~, WE ~~WANT~~ need MEN SO TRAINED THAT WHEN A NEW QUESTION COMES UP, NOT ONLY LAW-MAKERS, BUT CITIZENS IN GENERAL, MAY BE PUT IN THE WAY OF RIGHT REASONING UPON IT ; ESPECIALLY IN TIMES OF EXCITEMENT OR DOUBT OR DISTRUST, DO WE NEED SUCH MEN TO LEAD THE THINKING OF THE COMMUNITY AGAINST POLITICAL ZEALOTS, OR SOCIAL DESPERADOS.

THE TIME IS SURELY COMING, PREDICTED IN MACAULAY'S LETTER TO ~~JOHN~~ General RANDALL, - THE TIME WHEN DISHEARTENED POPULATIONS WILL HEAR BRILLIANT PREACHING SUBVERSIVE OF THE WHOLE SYSTEM OF SOCIAL ORDER.

HOW SHALL THIS BE MET ; ~~DO YOU THINK THAT YOU WILL MEET IT~~ Shall it be met for can BY FORCE ? HOW / BY FORCE, WHERE ALL IS DECIDED BY MAJORITIES ? ~~WILL YOU MEET IT~~ Shall it be met one side has BY DENUNCIATION ? - HARDLY, TWO CAN PLAY AT THAT, AND WHILE ~~YOU HAVE~~ the other has THE DISADVANTAGE OF PROPERTY TO BE DESTROYED, ~~YOUR OPPONENTS HAVE~~ THE ADVANTAGE OF TORCHES WITH WHICH TO DESTROY IT. ~~WILL YOU MEET IT~~ Shall it be met BY REVOLUTION ? - AS DANTON SAID, LIKE SATURN ~~FIRST~~ DESTROYS ITS OWN ~~CHILDREN~~. "The Revolution REVOLUTION offspring" Shall it be met ~~WILL YOU MEET IT~~ BY CAESARISM ? - THE FIRST THING THAT CAESAR ALWAYS DOES IS TO DISTRIBUTE BREAD AND PAGEANTS TO THE MOB, AND ROB ~~YOU~~ the people TO PAY FOR THEM.

ALL THESE ~~EFFORTS~~ Methods, HISTORY SHOWS TO BE FUTILE ; THE ONLY SAFEGUARD IS IN THOROUGH PROVISION ~~FOR~~ for a regular healthful political development by THE CHECKING OF POPULAR UNREASON, AND THE SPREADING OF RIGHT REASON ; ~~YOU~~ we MUST PROVIDE ~~SO~~ THAT WHEN A BRILLIANT LIE IS PUT FORTH, IT SHALL BE STRUCK QUICKLY AND MORTALLY, AND BEFORE ITS VENOM HAS PERVADED THE SOCIAL ORGANISM.

TO DO THIS ~~YOU WANT~~ we need MEN TRAINED TO GRAPPLE WITH POLITICAL QUESTIONS

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29B

Shall we flatter ourselves
in every part of Society? ~~Do you think~~
that such gladiators in subversive
thought as Proudhon, Carl Marx
and Bradlaugh
~~and~~ Ferdinand Lasalle, can be
met with platitudes? — in the coming
we shall
grapple with their apostles ~~you will~~
find need If ~~your~~ our best trained Athletes;
Can we
~~Do you~~ trust to the subdivision of
land in our country and the large
number of small proprietors. — So has
it been in France for 80 years, and
yet she has not escaped; ~~so is it sin~~
~~that part of our country where the~~
~~mutterings of confiscation and overturn~~
~~are most loudly heard at this moment.~~

What we need is not talk but
discussion.

29 C

~~SOME IN THE ORDINARY VOCATIONS OF LIFE, THUS ALONE CAN WE HAVE TRULY~~

~~ENLIGHTENED DISCUSSION.~~

WITHIN THE PAST FEW YEARS WE HAVE SEEN THE USES OF SUCH DISCUSSION;

MANY OF US HAVE SEEN POLITICAL HERESIES, SOME WILD, SOME CONTEMPTABLE,

PUT FORTH WITH FORCE, WITH BRILLIANCY, EVEN, AT TIMES, WITH SINCERITY;

IN SOME QUARTERS THEY HAVE SWEPT ALL BEFORE THEM; BUT WHEREVER THEY

HAVE BEEN MET VIGOROUSLY BY MEN ~~FULLY ABLE~~ trained TO GRAPPLE WITH THEM, THEY

HAVE BEEN THROTTLED, AND THE TIDE RUNNING IN THEIR FAVOR, HAS GENERALLY

BEEN TURNED.

IF IT BE SAID THAT THIS HAS NOT CONSTANTLY BEEN THE CASE, MY REPLY

IS THAT UNDER OUR PRESENT SYSTEM, ~~YOU~~ we HAVE NO RIGHT TO EXPECT IT; ~~YOU~~ we

CAN NOT EXPECT TWO OR THREE MEN TO BREAST THE TIDE IN A STATE CONTAINING

MILLIONS OF INHABITANTS, WHEN SUCH MISTAKEN VIEWS ARE SPREADING LIKE

WILD-FIRE; AND YET WHAT HAS BEEN DONE IN SOME OF OUR STATES BY TWO OR

THREE MEN OF FORCE AND THOUGHT, SHOWS THAT IF A SMALL PERCENTAGE OF OUR

COLLEGE GRADUATES HAD BEEN AS THOROUGHLY INSTRUCTED AS THESE TWO OR THREE

THESE HERESIES WOULD HAVE BEEN MET AT THE OUTSET, AND WOULD NEVER HAVE

ATTAINED DANGEROUS PROPORTIONS.

IT MAY BE OBJECTED THAT SUCH A SYSTEM OF INSTRUCTION WOULD GIVE US

DOCTRINAIRES; THOSE WHO MAKE THIS OBJECTION MIS-READ HISTORY, DOCTRIN-

AIRES ARE CREATED WHERE THEORETICAL POLITICS ARE DIVORCED FROM VIGOROUS

POLITICAL LIFE, WHERE PRACTICAL TRAINING AND THEORETICAL TRAINING ARE

NOT AT THE SAME TIME PRESENT TO MODIFY EACH OTHER. THE FRENCH DOCTRIN-

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AIRES AROSE AT A TIME WHEN THERE WAS POLITICAL DISCUSSION AMONG A SMALL KNOT OF SCHOLARS, BUT NO PRACTICAL POLITICAL LIFE IN THE NATION AT LARGE ; THE SAME THING WAS TRUE UNTIL RECENTLY IN GERMANY, AND IT HAS BEEN TRUE IN ITALY FROM THE DAYS OF MACHIAVELLI TO THE DAYS OF CAVOUR ; IT IS TRUE TO-DAY IN RUSSIA, HENCE NIHILISM, WITH ALL ITS MISERIES; BUT WE LOOK IN VAIN FOR ANY PERCEPTIBLE INFLUENCE OF DOCTRINAIRISM IN ENGLAND; - THERE, POLITICAL THEORY HAS NEVER RUN AWAY WITH LEADERS, IT HAS BEEN CONSTANTLY MODIFIED BY POLITICAL PRACTICE, EDMUND BURKE WAS A CLOSE STUDENT OF PRINCIPLES AND THEORIES, BUT WHO, THAT HAS READ HIS SPEECH ON AMERICAN CONCILIATION, DOES NOT SEE THAT HE JUSTLY CLAIMED TO BE A MORE PRACTICAL STATESMAN THAN ANY OF HIS COMPEERS, WHO TRUSTED MERELY TO INSTINCT AND WHAT IS CALLED SOUND SENSE. HAD THOMAS JEFFERSON REMAINED IN FRANCE, HE WOULD DOUBTLESS HAVE BEEN A DOCTRINAIRE, AS IT WAS WE HAVE IN HIM A WONDERFUL UNION OF THEORETICAL AND PRACTICAL TRAINING, - ROUSSEAU MODIFIED BY THE VIRGINIA HOUSE OF BURGESSES. THE STRENGTH OF THE GREAT MEN WHO GAVE THIS REPUBLIC ITS POLITICAL FOUNDATIONS, LAY IN THE FACT THAT NO PRACTICAL MEN EVER STUDIED THEORY AND PRINCIPLES MORE THOROUGHLY THAN THEY ; JEFFERSON, HAMILTON, JOHN ADAMS, WERE CLOSE STUDENTS OF POLITICAL PRINCIPLES AND POLITICAL HISTORY ; FRANKLIN AND WASHINGTON ACUTE STUDENTS OF COTEMPORARY POLITICAL HISTORY.

BESIDE THIS, THE DOCTRINAIRES ARE BY NO MEANS ALL ON THE THEORETICAL SIDE ; THERE ARE not a few UPON THE PRACTICAL SIDE ; ~~THE PUBLIC SPEECHES OF SOME OF OUR STATESMEN WILL GIVE SOME AMAZING EXAMPLES OF THE DOCTRINAIR~~ Our American life furnishes constant examples of the doctrinair

AIR

~~AIR~~ISM OF PRACTICAL MEN, QUITE AS ABSURD AS ANYTHING PUT FORTH BY MEN OF THEORY.

MOREOVER, IN THE SYSTEM OF INSTRUCTION PROPOSED, I WOULD TAKE EFFECTIVE MEANS OF PREVENTING PEDANTRY AND DOCTRINAIRISM, BY BRINGING IN A CONSTANT CIRCULATION OF HEALTHFUL POLITICAL THOUGHT FROM THE OUTSIDE ; MUCH INSTRUCTION SHOULD BE GIVEN BY LECTURERS HOLDING THEIR POSITIONS FOR SHORT TERMS, THESE LECTURERS SHOULD BE CHOSEN, SO FAR AS POSSIBLE, FROM MEN WHO TAKE PART IN PUBLIC LIFE PRACTICALLY, WHILE NOT GIVING UP or business affairs
THE STUDY OF PRINCIPLES. The examples cited in the first part of this Report - that European institutions will not do - show that the plan is by no means impracticable

SUCH WILL DOUBTLESS BE THE MAIN OBJECTIONS TO THE PLAN PROPOSED ; THEY HAVE BEEN MADE IN OPPOSITION TO THE SAME SYSTEM IN OTHER COUNTRIES; BUT THE RESULT HAS REFUTED THEM. AS TO THE INFLUENCE OF A BETTER SYSTEM ON THIS COUNTRY, WE SHOULD DOUBTLESS FIND IT EXERCISED FIRST THROUGH THE PRESS. FOR THE PAST TEN YEARS, THERE HAS BEEN A STRIKING TENDENCY OBSERVABLE AMONG OUR MOST ACTIVE YOUNG MEN TOWARD THE PROFESSION OF JOURNALISM ; THE DIFFERENCE OF FEELING REGARDING SUCH A CAREER BETWEEN THE GREAT BODY OF STUDENTS TO-DAY AND THOSE OF TWENTY YEARS SINCE IS ONE OF THE CURIOUS THINGS IN THE HISTORY OF THOUGHT IN THIS COUNTRY.

THE PRESS WOULD DOUBTLESS REVEAL THE INFLUENCE OF THIS NEW EDUCATION IN QUICK, COMPACT, THOROUGH DISCUSSION OF IMPORTANT SUBJECTS ; IT IS NOT TOO MUCH TO HOPE THAT THERE WOULD BE MUCH LESS DECLAMATION, DEFAMATION AND SENSATION WRITING, AND MUCH MORE VIGOROUS REASONING.

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WE SHOULD DOUBTLESS NEXT SEE THIS INFLUENCE IN THE LOWER STRATA OF PUBLIC LIFE ; THE YOUNG MAN WHO, ON ARRIVING FROM COLLEGE AND FROM HIS PROFESSIONAL COURSE, COULD SUPPLY REALLY VALUABLE INFORMATION, AND MAKE A STRAIGHTFORWARD ARGUMENT UPON LIVING POLITICAL AND SOCIAL QUESTIONS, EVEN IN A TOWN MEETING OR BOARD OF SUPERVISORS, WOULD TAKE THE FIRST STEP IN AN HONORABLE CAREER. THE CHARACTER OF OUR PEOPLE IS ESPECIALLY FAVORABLE TO THIS ; NO PEOPLE IN THE WORLD SO QUICKLY RECOGNIZE A MAN WHO CAN STIMULATE VALUABLE THOUGHT ; NO COUNTRY SO OPEN TO THE INFLUENCE OF FACTS COGENTLY PRESENTED. EVEN IF ~~SUCH~~ these trained MEN ARRIVE SOMETIMES AT WRONG CONCLUSIONS, AS DOUBTLESS THEY WOULD, THE HABIT OF DISCUSSING QUESTIONS WITH A MORE THOROUGH KNOWLEDGE AND WITH CLOSER REASONING, COULD NOT FAIL TO BE OF VAST USE ; IT WOULD BE FOUND THAT POLITICAL SCIENCE, LIKE OTHER SCIENCES, MAY BE MADE TO PROGRESS ALMOST AS MUCH BY MISTAKEN REASONING, IF IT ONLY BE REAL ~~REASONING~~, AS BY CORRECT REASONING. QUESNAY, TURGOT AND THE FRENCH PHYSIOCRATS, BY THEIR ERRORS AS WELL AS THEIR TRUTHS, STIMULATED ADAM SMITH, RICARDO, JOHN STUART MILL AND THE ENGLISH ECONOMISTS, AND THESE IN THEIR TURN by their half truths as well as truths STIMULATED LIST, CAREY, ROSCHER, Wells AND THE GERMAN AND AMERICAN ECONOMISTS ; THE ONLY THING THAT PERMANENTLY HINDERS THE GROWTH OF ANY SCIENCE IS DOGMATISM,—THE SUBSTITUTION OF INHERITED OPINIONS FOR ~~REAL~~ THOUGHT,—OF ACCUSTOMED INFERENCES FOR REAL OBSERVATION. REAL THINKING, HOWEVER WRONG SOME OF ITS CONCLUSIONS MAY HAVE BEEN TEMPORARILY, HAS ALWAYS HELPED ON MANKIND IN THE LONG RUN.

NEXT, WE SHOULD DOUBTLESS SEE THE INFLUENCE OF SUCH COURSES OF IN-

STRUCTION UPON OUR LEGISLATIVE BODIES OF ALL GRADES ; EVEN ~~YOUR~~ our STRONG UNTUTORED MEN, MEN WHO RISE BY VIRTUE OF ROUGH UNCULTURED, NATIVE FORCE AND WILL-POWER, WOULD FEEL STRONGLY THE INFLUENCE OF THIS INSTRUCTION, EVEN THOUGH THEY NEVER CAME UNDER IT DIRECTLY ; BETTER OBSERVATIONS, BETTER MODES OF THINKING, BETTER IDEAS, WOULD BECOME COMMON PROPERTY, THEY WOULD BECOME AN ELEMENT IN THE POLITICAL ATMOSPHERE, AND ~~YOUR~~ the RUDE STATESMAN OF THE FUTURE COULD NOT BUT FEEL ITS INFLUENCE, THEREBY WOULD HE BE STIMULATED TO THINK MORE AND TO ORATE LESS.

NOR SHOULD WE FORGET THE INFLUENCE OF SUCH INSTRUCTION UPON THE UNIVERSITIES THEMSELVES ; IT WOULD MAKE THEM FAR GREATER POWERS IN THE FORMATION OF PUBLIC OPINION, THEREFORE OF FAR GREATER IMPORTANCE IN PUBLIC ESTIMATION. THE PRESENT STATE OF THINGS IS CERTAINLY NOT VERY ENCOURAGING TO UNIVERSITY OFFICERS ; THEY KNOW TOO WELL THAT THEIR GRADUATES HAVE NOT TAKEN THAT PLACE IN THE CONDUCT OF PUBLIC AFFAIRS WHICH THEIR EDUCATION WOULD SEEM TO WARRANT ; YOUNG MEN WHO HAVE RECEIVED SO MUCH GREATER ADVANTAGES THAN OTHERS SHOULD, ONE WOULD THINK, EXERCISE MUCH GREATER INFLUENCE, ~~THAN OTHERS.~~

UNFORTUNATELY, STATISTICS CAREFULLY COLLECTED, SHOW THAT THE RELATIVE NUMBER OF COLLEGE GRADUATES, IN THE EXECUTIVE AND LEGISLATIVE POSITIONS OF THE COUNTRY HAS BEEN DIMINISHING FOR MANY YEARS. THE MAIN REASON FOR THIS, IS, PROBABLY THAT THE MAJORITY OF COLLEGE STUDENTS, UNDER THE PRESENT SYSTEM, WHILE OBTAINING THEIR EDUCATION, HAVE BEEN

Andrew D[illegible] Cornell University

~~to have developed away from~~ Scotland to have Heading Union
of there civil faculties
Cambridge, Eng
Men ~~Boston~~, will be found
Much by anyone who will study
the Acts of Professors. ~~In~~ In
any great nation in Europe it
will be found that in their
faculties Men in ~~a short~~ eleven
of our own ~~Queen~~ Professors who are taking each
part in public life. Farwell
of Cambridge is a most energetic
member of the British Parliament
Prof Marlagan Bernard of Oxford an
active diplomatist Prof Vernon Har-
Cambridge - a vigorous statesman in
court, ~~connected with both the Foreign~~
Parliament & in the Cabinet -
Prof Goldwin Smith of Oxford an able
debater writer in the Centuries

of political action.
In France many Professors
in Science are found such as Debruyne
Paris Ancor. Pelletan Viel Castel
Dumoyer. De Lavalle Marchand-
Vergnaud & many others in
the Cabinet, the Diplomatic ~~Corps~~ Body
~~the Council~~ in ~~Science~~ ~~as~~ almost
~~any~~ ~~one~~ in the administration
of finances - in almost any de-
partment of the public service
In Germany. ~~as~~ ~~such~~
~~such~~ they have come out of
Universities & active professors
constituted the ~~by~~ Assembly
into the Cabinet from new
avenues of thought for the world
orbits - such as Hoffler Gneist
Bluntschli Roscher Wolsk & many others

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In Italy the same action under change between Professorial & Public life is seen even more strikingly in the case of Cavour & Cabriel of Mussolini than in the Englishmen Gladstone & Disraeli. The former, after his first visit to London, was constantly for weeks together in the Library & Chambers of Disraeli, the Parvenu leader & for constantly for weeks together during one half of the year in the Smaller Rhenish Capitals & during another part from the Professorial Chairs at Paris, Turin, Geneva

SCIENCES, MAY BE MADE TO PROGRESS ALMOST AS MUCH BY MISTAKEN REASONING, IF IT ONLY BE REASONING, AS BY CORRECT REASONING; THE ONLY THING THAT REALLY PERMANENTLY HINDERS GROWTH OF ANY SCIENCE IS ~~STUPID HEAVY~~ DOGMATISM, THE SUBSTITUTION OF INHERITED OPINIONS FOR REAL THOUGHT, OF ACCUSTOMED PICTURES FOR REAL OBSERVATION. REAL KNOWLEDGE, REAL THOUGHT, HOWEVER WRONG SOME OF ITS CONCLUSIONS MAY ~~HAVE BEEN~~ TEMPORARILY, HAS ALWAYS HELPED ON THE RACE IN THE LONG RUN.

NEXT WE SHOULD DOUBTLESS SEE THE INFLUENCE OF SUCH COURSES OF INSTRUCTION UPON OUR LEGISLATIVE BODIES OF ALL GRADES; EVEN YOUR STRONG UNTUTORED MEN, THE MEN WHO RISE BY VIRTUE OF ROUGH UNCULTURED NATIVE FORCE, WOULD FEEL POWERFULLY THE INFLUENCE OF THIS INSTRUCTION, THOUGH THEY ~~WOULD~~ NEVER COME ~~DIRECTLY~~ UNDER IT; BETTER IDEAS, BETTER ACQUISITIONS OF OBSERVATION, WOULD BECOME COMMON PROPERTY, THEY WOULD BE IN THE ATMOSPHERE, YOUR RUDE STATESMEN OF THE FUTURE ~~WOULD SURPASS THE RUDE STATESMEN OF TO-DAY AS THE RUDE STATESMEN OF TO-DAY SURPASS IN IDEAS THE RUDE STATESMEN OF GEORGE III.'S TIME.~~

NOR SHOULD WE FORGET ITS INFLUENCE UPON THE UNIVERSITIES THEMSELVES. ~~SUCH COURSES SOULD NOT FAIL TO BUILD UP OUR INSTITUTIONS FOR ADVANCED LEARNING WHICH ARE COMPETENT TO UNDERTAKE THE PLAN;~~ IT WOULD MAKE THEM FAR GREATER POWERS IN THE FORMATION OF PUBLIC INFLUENCE, THEREFORE, OF FAR GREATER IMPORTANCE IN THE PUBLIC ESTIMATION.

Andrew Dickson White Papers, Cornell University

The following is a copy of a letter which appeared in the Cornell Era of 1880 in some issue subsequent to the date of the letter, and comprised pages 4 to 7 thereof, both inclusive.

A BERLIN LETTER.

Berlin, May 17th, 1880.

My dear friend :--

One pleasant morning nearly a quarter of a century ago, T. and D. and V., my fellow students here, made their appearance at my rooms and asked me to go with them to Wittenberg.

It was one of the many church festivals which the Germans have so wisely retained, and nothing was doing in the University ; there was every reason for accepting the invitation ; but unfortunately I was just then digging into some old German historical book, and refused. It was a wretched mistake and wretchedly has it been atoned for. T. and V. have become Doctors of Divinity, respected and beloved by large city congregations ; D. has become a Doctor of Laws, and is widely admires as a University Professor ; but during all these years whenever I have seen them, or heard of them, their first title to my respect has been that they had seen Wittenberg and I had not.

There seemed a fatality about it. At various visits to Germany I had stood in nearly every other place noted in Luther's history ; in the home of his childhood at Eisenach ; in his cell at Erfurt ; beneath the windows of his lodging at Frankfurt ; in the Hall where he disputed with Eck and Leipzig ; on the spot where he braved Charles V and the whole world at Worms--- yet have I passed Wittenberg perhaps twenty times going to and fro, but have never been able to stop. Last Saturday, however, the Fates relented. Then began another great German religious festival. Pfingsten, or Whitsuntide. All places of business were closed for two or three days, all Germans who could get away were supposed to be going on excursions. I decided to follow the fashion ; but, abhorring traveling in a crowd, determined to go to a place where not many others were likely to go, so took train for Wittenberg, and in an hour and a half we were safely lodged at the Goldne Weintraube.

Note. "T" isThe Rev'd Archdeacon Tiffany of New York ; "D" is President Dwight of Yale University ; "V" is Rev. Professor Vose, D.D., an eminent clergyman of Providence, Rhode Island.

A.D.W.

The town was even more interesting than I had supposed. On all sides were remains of the Reformation Period. Despite the sufferings of this fortress in various wars and sieges, most of the old houses look to-day upon the passing stranger much as they looked upon Luther. Very many of the doorways, windows , casings, gables, and ornaments here and there, bear unmistakeable marks of the last years of the middle ages or of the early period of the revival of art. Luther and Melancthon and the Elector Frederick must have gone into many of these doorways and looked out from many of these windows.

Our first visit was to the house of Melancthon. His garden has been changed in form but in the midst of it still stands the stone table at which he was wont to entertain his students. Thence to his room where he lived, studied and died. Here, in this deep window embrasure with the little leaded panes, during all those years, he was wont to sit and write ; and here, in the corner opposite he turned his eyes for the last time on the things of this world. Something of the quiet kindliness of Melancthon's temper seemed to linger about the place.

Thence to Luther's house. The room which served as living room for the family, and study and dining room and reception room for the reformer himself, still remains as in Luther's time;--windows, doors, walls, decorations,--are the same. In one window stand two seats upon which he and his good wife Catherine were wont to sit in the evening when he made music with the children ; in front of it is the old wooden structure--half box, half table--which served as his writing desk. What work was done there! The twenty four thick quartos which contain his selected writings, were but the smallest part of it. Sermons, lectures, addresses, letters, opinions which ended quarrels between Princes, treatises which guided a large part of Christendom for hundreds of years, hymns which have strengthened the German heart and deepened German character ; the Bible translation which has founded the German language ; on that little table were most of all these written. In the corner was the monumental German stove, which he and his children must often have looked at in admiration of the glazed statues of prophets and evangelists and personified virtues. The evidences of Luther's love of what was beautiful can be seen in all parts of the room ; the arrangements, the ornament, the furniture, are all of the best.

Passing through the door still bearing the sign-

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manual of Peter the Great, we visited the halls where Luther received his students, and where many of his lectures were delivered. Thence to the oak just outside the city gate, which marks the spot where he burned the papal bull and decretals ; and finally to the old Schloss Kirche, at the other end of the town--- the great Chapel of the Electoral Palace--- and we stood where he nailed his ninety-five theses upon the doors. Those doors perished a hundred years ago in the French siege, but the late King of Prussia replaced them most worthily by doors in bronze bearing the theses in letters imperishable.

Next morning was Whitsunday. The booming and clang of church bells gave warning that it was no ordinary festival. At an early hour the whole town was out and we with them. First to the old Schloss Chapel---Luther's preaching place for over twenty years ; and here a disappointment met us It is natural from its outward appearance to expect to find the interior of the church well preserved, but on entering one finds most of its old monuments torn out ; the walls whitewashed ; and much of the fine old Gothic work replaced by eighteenth century rococo of the worst period. A monstrous abomination in the shape of a huge screen in plaster with pillars in sickly yellow and green, imitating marble, stands behind the altar, and, plastered high upon the middle of it, like a swallow's nest upon a barn, is a little gilded pulpit covered by a sounding board, all in the worst French fashion of a hundred years ago.

But soon there came that which made up for these short-comings. Simple as the Lutheran service is, there is something in it very impressive. Its most striking feature is, of course, the music. First came an anthem by the choir, sung as only German choirs can sing, with no impertinent interference by string or wind instruments. Then came a choral such as cannot be heard on this earth outside of Protestant Germany. The great organ played a majestic prelude, and, at the end struck the first note ; and the congregation sang---not in any apologeti c or half hearted way, wit lips half closed, but, as if they loved it,-- heart and mouth wide open. The organ superbly played led the whole and gave the vast massive harmonies, men, women and children, singing simply the tune in Unison. At the side of the organ stood trumpters who marked the main notes of the melody, and thus kept the congregation in time. What melody and what harmony that was. It swelled up under that old stone vaulting as some great material creation, and must have rolled out upon the streets of the town, beyond the fortress and over the fields as a blessing. It seemed as if, once started, it must roll over the whole earth.

Then came the sermon, not very strikingin any respect, but simple and straightforward ; the one note-

worthy point perhaps in it was that it contained what nearly every one of the scores of sermons I have heard in Germany has contained--a lamentation upon the dying out of the orthadox belief among the German people. The German pastors certainly do not seem to share Mr. Joseph Cook's opinion that orthadoxy in Germany is on the increase. But had the sermon been far more striking, it would have been hard to keep one's thoughts upon it, for there was that in the old church which preached far more liudly, deeply, eloquently, than the most gifted divine could do. Beneath our feet lay the bones of Luther , Melancthon, and the two great Electors ; above our heads was the same vaulting which had echoed to the voice of Luther in prayer and praise and sermon during the best years of his life; on each side of the altar stood full length monuments in bronze of Luther's two firm friends,--Frederick the Wise and John the Steadfast. They are master works of Peter Vischer, and Luther's eyes must have often rested lovingly upon them ; the first was placed there almost at the beginning of his ministry. There is something very impressive about these colossal figures, each holding the sword of Empire in his hand, and with a sturdy determined look answering well to his character. John the Steadfast in the main lines of his face, and in his bearing brought to my mind a man whom I was taught to love and reverence, and whom many, doubtless, in central New York still remember,--the late Bishop DeLancy.

We stood long before the bronze tablets, which mark the graves of the two great reformers. Melancthon's body lies just in front of the doors to which Luther nailed the theses. Luther's body lies just opposite beneath the spot where formerly stood his pulpit.

Among the personages who crowded in upon my memory there was Charles V,---standing on this very spot, advised by his companions to tear Luther's bones from the grave, and answering that he waged war not on the dead but on the living. The mistakes of Charles were very many and great ; but we may very fairly set against a very large body of them this answer, honorable to him at any time, but especially wonderfully when we remember the age in which he lived.

At the close of the service came, what to me, is one of the simple and good things preserved in this land. The whole congregation recited the Lord's prayer together and aloud. To me this is one of the best things in this service, or in any service. Perhaps I shall be considered as showing"a weakness" for the Lord's Prayer when I say that, on account of its origin, its perfection, the fact that it is one in which all men of every creed can join, and from which no man can be shut out by any shibboleth, it must be precious to every man who cares more for Christianity than for creeds. I was altogether edified at the Baltimore convention which nominated Mr. Lincoln for the Presidency when the clergyman who was asked to offer prayer at the beginning, went half through the Lord's prayer, and then

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turned off apparently thinking that he could better it and prayed for "the success of the ticket that day to be nominated". It was good to have the man ask for just what he wanted ; but that last part of the petition seemed just a little premature.

This service being over, we wandered out upon the old rampart now fringed with lilac hedges all in bloom, the haunt of innumerable singing birds;-- the whole scene recalling vividly sundry pages in Luther's Table Talk and Letters.

In the afternoon to the old Stadt Kirche or City Church, far larger than the other and much more splendid in its architecture. Entering it, I found myself in the midst of a large number of children hearing a sort of sermon from a young clergyman, who was breaking out here and there into an eruption of questions upon the catechism. These seemed of the usual sort, but the whole thing was pleasant. The clergyman's manner was kindly ; the children were what children are in all parts of the world. "One touch of nature makes the whole world kin", and it was pleasing to see that there were lively young heathen there as in American Sunday Schools---young monsters who love solemnly to tweak their companions' clothes and hide the prayer books, and furtively try their neighbors with pins, and set the young maidens on the bench laughing or blushing.

This church, although it has suffered at the hands of restorers is far better preserved than the other. Although Luther frequently preached here, there is no such crowd of memories as at the Schloss Kirche ; but, on the other hand, everything save the slight woodwork remains as in Luther's time. Unlike its sister edifice, it haskept its pulpit in the same spot where it stood during the Reformation; about it are the same stone pillars ; above it the same s one vaulting ; at the springs of the vaults the same angels and imps in stone over which Luther must have often cast his eyes. Who can tell how many of those spiteful passages in his sermons against the devil were suggested by the diabolical figure grinning in stone just opposite the pulpit, or by that imp perched up there in the corner by the right. Who can tell how often his thoughts were brought into more kindly channels as, turning to the other side, he caught sight of that little stone angel far above him, drawing celestial harmonies from a violin.

Musing on these things and many more, I read the inscription on the noble monument of old Schellenberg, a tough old warrior for the good cause just after the Reformation period. It was plain from the look of the man's statue kneeling there in full armor that he was at least sturdy in battle. I roughly translate from his Latin Epitaph as follows :--"Great in his love of God ; faithful in ovservance of the law ; firm in his

integrity ; his good faith was without a stain ; modest was he in face and in mind."

Epitaphs lie proverbially. Yet looking at the effigy of that old knight I could not but believe this account of him..

The service ended with singing by the children. It was simple and hearty as at the other church ; and one peculiarity was worth thinking of;--the songs were not namby-pamby ; there was no"wishing to be an angel"; but words and tunes were of the large and manly sort ; in fact just what the people in general had sung in the morning. This is the way in which a nation is brought up to sing so that when the first word of a hymn or first note of a tune is given,-- all can join it at once, book or no book.

The service over, I wandered about the church. Over and beside the altar are pictures by Lucas Cranach and others of the Reformation period, representing the Lord's Supper, Baptism, and events in the early history of the church;--all of interest historically, some aesthetically. In front of the altar stood a bronze font beautifully wrought which existed there long before Luther's time and which he must often have used. The whole atmosphere of the place was enchantment. The sun of spring pouring through the windows fellon the monuments of one of the grandest periods in the history of mankind. It was an atmosphere in which what is best in a thinking man grows rapidly and firmly. All was happy when at once to me the whole seene was overcast ; the beauty seemed to fade and the glory to flee as if by a word destroying the spell, for, in a corner behind the altar, looked out upon me the portrait of Abraham Kalau, better known as Calovius. What a miserable disenchantment ! There was the Wittenberg Professor who as a theologian did more to dwarf the work of Luther and Melancthon and their compeers than any man perhaps inall history,--the man who for fifty years fought everything like liberty in thought ; who proved from the Bible and the fathers that toleration was sin ; that the Copernican theory was damnable heresy ; who fought every other man's will, every other man's idea ; who conscientiously hated every thought too large for his own little narrow mind ; who with his Jeremiads and objurgations wore out three generations and among them five wives of his own ; who had a bitter epithat for every man who differed from him-- and nearly every one did differ from him--those leaning somewhat towards the ideas of the older church he called idolaters ; those who held more recent ideas he called Nestorians ; those who persisted in caring much for the sermon on the Mount and St. James' definition of "pure religion and undefiled", and little for secondary matters based on disputed texts and dogmas of man's device, he called Indefferentists, and those he hated worst of all. By the way I saw with especial pleasure that this name had been applied to us at Cornell. It is certainly a great honor.

It was a pity old Kalau's face there had dissolved the spell. The church had lost its attraction and I sought re-

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[redacted]

Ford.

Congratulations for worry & work now made manifest. This reception a second proof of the truth of my assertion

Thanks & congratulations on success of Constitutions

Alumni pursuit recall history of the University in its salient points

Present condition grounds & buildings - improvements - new Botan buildgs - new Phys Lab. Library &c - Remarks about buildings in sundry quarters - erroneous conclusions regarding the buildings of foreign Universities

Help as to Equipment - 10 Profs in Europe past Summer - Large additions to Collections & Library

Purpose of New Dept of Hist. Polit. & Social Science - Set in motion - world - This year tentative -

New Men -

1 Endowment
2 Men
3 Equip New Department
4 Equipment
5 New buildgs

Provision for the future — trouble a Prof. who is worth much else making sometimes only his own dept.

A D W

Mr Chairman, & dear old friends,

I have more than once said in your hearing that the one compensation for the work, the worry, the vexations, the carking cares of a Professor's career is the meeting with his old students.

Three years ago you bedded this feeling deeply in my heart, & by your visit & your reception of it still more strongly; - twice since my connection with Cornell University - on my return from Residence abroad the first faces I have recognized upon nearing the dock were those of old Cornellians, & twice upon landing you have taken possession of me - & shown by your [illegible] that the old [illegible]

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four millions of dollars.

Our net income last year was (149,000.00) one hundred and forty nine thousand dollars - for the year we are now entering we have to add to this the income from the parcel of land recently sold - which income amounts to (30,000) thirty thousand dollars - thus giving us 179,000.00. To this should be added the gifts of Henry W. Sage of (15,000) fifteen thousand dollars for the new Botanical building and of two thousand dollars for Lectureships in History & Political Science Miss - making a total of 196,000 dollars - and if we add to the regular

steady income above named which will be obtained from the proceeds of our land sales invested at 5 per cent. which is somewhat less than our usual rate of investment we shall have a steady income of over 200,000 dollars - which is larger than that of any other institution in the land save one and I am most happy to add that we are saving out of this income as to show they of further Professorships or Courses of Lectures - A considerable number of young teachers have been appointed as Assistant Professors to strengthen the work already given - in the Dept's of Civil & Mechanical Engineering we have especially strengthened in this way & we have called Prof Burke-Webb - whose thorough practical

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& Scientific training in the best
institutions at home and abroad
(grad) will relieve the overburdened Professors
in their departments.

But you will be specially glad
to know of the creation of a new
department - one wh. I have
long urged upon our Trustees
& upon the Country - the Department
of Social & Political Science - to
this we have called Prof.
Moses Coit Tyler whose success
as a Professor & Author is known
to you. As Resident Professor of
American History - & he has begun
his duties most acceptably.
- We have also called Prof Hart
further to the Professorship of International

11

Law. H. C. Adams to that of
Political Economy, & Charles
K. Adams - whose success as a Professor
& Author is also well known, as Lecturer
on English Constitutional History: and
I am most happy to add that
we have secured for a course
of a year to supply the place
made vacant by the temporary absence of Goldwin Smith
Prof. ~~E. A.~~ Edward A. Freeman
the renowned English Historian
whose Lectures will begin this
month - immediately after the
close his course in Boston.

Next to the Equipment
~~—~~ ten of our Professors have been

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abroad this Summer. all of them have brought back to the University Equipment & some have brought much. The Library. The collection illustrative of Ancient Art, & Modern Architecture, Civil Engineering, & Physics have been Carefully & carefully increased.

As to buildings I had the pleasure of turning the first sod yesterday of the new Physical Laboratory. an edifice of stone which not merely in space but in adaptation & equipment we hope to make equal at least to the best in the or any other country.

The new Botanical buildings are rapidly advancing to completion - and will place us in the front rank also in this respect.

Other buildings are becoming of ~~almost the~~ as in the immediate future ~~only~~ of no less importance than those. Some of them probably even more intensely to most of you.

~~As to Students we have just~~

As to Students. The Senior Class is over one hundred and the ~~numerical~~ preparation of the candidates steadily grows better & the applications for immediate admission never so numerous.

I fully believe that ~~the~~ with the new tide of prosperity in the country the University is to rapidly advanced in every respect. and that the most

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sanguine expectation of our Honored founder Ezra Cornell can to be more than realized.

~~But let us not by that if any of~~ ~~our~~

Mr White spoke at length regarding the interest Governing the Trustees in the Choice of Faculty & in the development of the institution generally. He also called attention to the fidelity of the Trustees in passing the institution from debt to the self sacrificing spirit shown by the Faculty -- ~~regarding~~ when ~~the Board of Trustees~~ elected, ~~unanimously~~ & salaries

(11)

Resolutions establishing Fellowships, Scholarships, and a Loan Fund, - and setting apart $150,000.00 for that purpose -

[Passed by the Executive committee of the Board of Trustees, 1883.]

Whereas, At a meeting of the Trustees of this University held at Albany, November 23rd, 1872, Ezra Cornell made a special gift of $75,000.00, and four members of the Board of Trustees, namely; John McGraw, Henry W. Sage, Hiram Sibley, and Andrew D. White, made special gifts of $20,000.00 each, in order to provide suitable instruction and equipment without sacrificing its landed property;

And Whereas, In the instrument signed by the four Trustees last named making such gift, and bearing date as above, it was stated in terms that "it is furthermore understood that the Trustees of the University will, - whenever the finances of the

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University shall permit, establish scholarships for meritorious and needy students or other benefactions";

And Whereas, The success of the University in holding its landed estate, and obtaining thereby a very large addition to its endowment, is due in considerable measure to the fact that the aforesaid gifts obviated the necessity of selling such property prematurely and at a sacrifice;

And Whereas, In the ~~deliberate~~ judgment of this ~~trading~~ Board, The time has now arrived when the virtual pledge above named can be, and ought to be, redeemed, not only as a duty to such donors, but as a measure of ~~utility~~ duty to the University and the educational interests of the State; therefore

Resolved, &c &c

[redacted]

Resolved, That, of the interest of the above sum of $150,000.00, only so much be appropriated during the years 1883-84, 1884-85, and 1885-86 as may be required to carry out the foregoing

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plan — that is to say, in the year 1883-84, $4,350.00; in the year 1884-85, $5,400.00; in the year 1885-86, $6,450.00; and that the entire income above this sum derived from the aforesaid $150,000.00 shall be returned to the University Treasury for general University purposes.

Resolved, That all moneys which may lapse hereafter, in cases where fellowships or scholarships are not awarded, or when, from any cause, the income of one or more of them may cease to be paid, shall be added to the principal of the loan fund.

That,

Resolved, in naming such scholarships and fellowships, there be recognized not only the services of those who endowed them, but also those of George W. Schuyler, Erastus Brooks, and Henry B. Lord, who from the organization of the University to the present time have constantly rendered most valuable service to the institution without fee or reward.

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~~B5~~

Resolved - That the President of the Faculty be requested to take measures that this provision for the greater usefulness of the University, and for the higher education of meritorious young men in straitened circumstances, be effectively made known to the Regents of the University, the School Superintendents, School Commissioners, and Preceptors of the State, and that their co-operation be requested; and that general means be taken that the citizens of the State in general be made aware of this addition to our means of usefulness.

(a) 1

— General Statutes —
governing the Fellowships,
Scholarships and Loan Fund.

Art I Fellowships

Sec 1. All candidates for fellowships must be graduates of this University or of some institution of equal rank, and must be men of high character and of marked ability in some important department of study in the University. They may be selected by competitive examination, or by ballot of the General Faculty on presentation by some one or more of the Special Faculties; or some may be selected by the one, and some by the other of these methods, as the Faculty shall deem best.

2. The term of each fellowship shall be one year; but by a two-thirds vote of the General Faculty, by ballot, the term may be extended to two years. But there shall be, under the present endowment, no more than ~~six~~ seven fellowships at any one time.

3. Each and every fellowship shall be subject to such general and special rules

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Telephone Men Wellesley

Fellowships at Other Colleges.

Harvard.

1. Harris Fellowship - Income of $10,000. "Some graduate of acknowledged excellence ... but not necessarily of highest college rank." Other conditions. For one or more years.

2. Rogers Fellowship - Income of $20,000. Student selected by Corporation from Senior class. For one or more years. May study abroad.

3. Parker Fellowships - Four: $800 per year each. Selected from graduates by the President and Fellows. For a term not exceeding three years. May study abroad.

4. John Thornton Kirkland Fellowship - Income of $11,000. Selected from men at least three years in the University, by the President and Fellows. For three years. May study abroad.

5. James Walker Fellowship. Income of $10,000 - Student skilled (preferably) of ethics, metaphysics, etc, selected by the President and Fellows. No limit named.

Yale.

1. Douglas Fellowship - $600 per year - Recent graduate - mode of selection not stated - For three years.

2. Soldiers' Memorial Fellowship - $600 per year. Recent graduate - mode of selection not stated. For a term not exceeding [illegible] years.

3. Silliman Fellowship - $600 per year - Graduate

who has given evidence of proficiency and promise in physical science — mode of selection not stated. For not more than three years.

4. Berkeley "Scholarship." $60 per year. Senior who passes best examination in Greek Testament, Thucydides, etc, etc. For one, two, or three years.

5. Clark "Scholarship." $120 per year. Senior who passes best annual examinations in studies of his course. For one or two years.

6. Larned "Scholarship." $300 per year. Senior - mode of selection not stated. For three years.

7. Bristed "Scholarship" - $115 per year. Sophomore or Junior who passes best examination in Classics and mathematics - Until end of third year after graduation (forfeiting 1/3 in case of non-residence).

8. W.W. De Forest "Scholarship." $120 per year. Senior who has attained distinction in the study of French while in College. For one year after graduation.

Princeton.

1. Chancellor Green Mental Science Fellowship. $600 per year. Senior who writes best essay on "The Nature and extent of a priori principles," etc, etc. For one year.

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14. Bowditch Scholarships- Twenty: $250, 2
15. Benjamin D. Greene Scholarship- $120 pa
16. Townsend Scholarship- Six: $250 per year
17. Story Scholarship- $150 per year.
18. Scholarship of the Class of 1817- $200 per year.
19. Scholarship of the Class of 1835- $150 per year.
20. Gorham Thomas Scholarship- $250 per year.
21. Bigelow Scholarships- Three: $250 per year each.
22. Morey Foundation- $500 per year, to be divided into two scholarships.
23. Toppan Scholarship- $300 per year.
24. Sever Scholarship- $175 per year.
25. Scholarship of the Class of 1802- $250 per year.
26. Matthews Scholarships- Fifteen; $300 per year each. "Those intending to study for the ministry of the Protestant Episcopal Church to be preferred."
27. Farrar Scholarship- $350 per year.
28. Scholarship of the Class of 1841- $175 per year.
29. James Savage Scholarship- $300 per year.
30. William Whiting Scholarships- Two. Not yet available.
31. William Samuel Eliot Scholarship- $300 per year. Student taking a Greek elective preferred.
32. Dana Scholarship of the Class of 1852- not yet available.
33. Levina Hoar Scholarship- $200 per year.

34. Bassett Scholarships- Three: $100 per year each.
35. Slade Scholarship- $250 per year.
36. Crowninshield Scholarships- Two: not yet available.
37. Hodges Scholarship- Not yet available.
38. Bright Scholarships- Five: $275 per year each.
39. Bartlett Scholarship- $250 per year.
40. George and Martha Derby Scholarship- $250 per year.

Yale-

1. Harmer Foundation of Scholarships- Six: $100 per year each.
2. Lucius Hotchkiss Fund- Four scholarships: income of $10,000 divided between them.
3. "Nineteen other scholarships, most of them yielding $60 a year."

Princeton-

1. Wood Scholarship- $150 per year. "To the member of the Junior class who receives the highest grade for the Junior year.
2. Stinnecke Scholarship- $500. To the Sophomore passing the best examination in certain Latin and Greek authors.
3. Class of 1881 Prize- Interest of $1,200. To the Sophomore passing the best examination in Mathematics.
4. Freshman First Honor Prize- $200. To the Freshman

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has attained the highest average grade of scholarship

Columbia.

"Fourteen Scholarships of the annual value of $100 each."

Four of these are offered for competition to members of the Freshman class — one in Latin, one in Greek, one in Mathematics, and one in Rhetoric."

"Five are offered for competition to members of the Sophomore class — one in Latin, one in Greek, one in Mathematics, one in History, and one in Chemistry.

"Five are offered for competition to members of the Junior class — three in literary and two in scientific studies, viz: one in Greek, one in Latin, one in Logic and the English Literature, one in Mechanics, and one in Physics."

Reply to the Attack on Trustees, Faculty and Students of Cornell University made at the recent meeting of the Cornell University Alumni Association of New York City.

Sir:

The Tribune of April 28th contains the report of an attack made by a graduate recently elected a Trustee upon the Trustees, Faculty, recent graduates and present undergraduates of Cornell University. We have no wish to take up the vast number of charges against the Trustees and Faculty. The character and work of these men will, it is believed, lead the public to conclude that something can be said on the other side, and to wait for that.

We are only concerned to reply to that part of the attack which relates to the recent graduates and present undergraduates.

The part of the report which relates to these

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work of the high schools and academies ~~of this and surrounding States~~. Gradually, therefore, the standard was raised. Naturally, the number of students was diminished. The choice was simply between a very large number of students, many of whom ~~left~~ remain longer in the high-schools and academies, and a smaller number who were men thoroughly prepared to do credit to themselves and to the University. After very careful deliberation, the Trustees and Faculty decided ~~on this policy~~ that it was best by clearing ~~& duplicating~~ the work of the preparatory schools. Every one here knows that the effect of ~~this~~ ~~gradually~~ changes has been, while diminishing the number of students, to strengthen the quality of the recent graduate and present undergraduates; and we have no doubt that, when these have been as long out of college as have those who now boast their own superior strength, these recent graduates will easily refute the

of unfriendly charges, by their own standing and character.

Next as to the diminution in the number of ~~undergraduates~~ students. It is not denied that at one time the Register of the University showed six hundred students, - that at present it shows four hundred; but the above statement is the simple explanation of the fact. With the present strength and equipment of the University, there is no doubt in our minds that, were the requirements of admission as low as formerly, we should have here not merely six hundred students, but one thousand or fifteen hundred in constant attendance. ~~The Faculty have felt that it would be unfair to our trust if we took the funds of the University to duplicating work well done in the high schools and academies of the State.~~

As to any decline or deterioration in the institution, we utterly deny it. The number of students entering this year

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is larger than that of last; and the number of applications now coming in indicates clearly that, unless this attack shall dishearten, and turn away a large number of young men, now thinking of coming here, the next Freshman Class will doubtless be as much larger than the present as the present was larger than the one preceding.

One other point in the charge must be alluded to — the statement that the University "no longer represents clearly-defined ideas about which students can cluster." If this means anything, it means that fundamental ideas of the University have been changed. This is simply not true. The ideas with which the University began are those upon which it has been conducted — namely, the absence of sectarian bias in the selection of professors and in the conduct of the institution, — the presentation of various courses of study to meet the needs of students of various talents and aims, — the equality

in all University privileges of classical, scientific, and technical students, — the treatment of students as gentlemen, trusting to their honor and to their word just as far as they would allow the Faculty to do so, freedom from any petty daily minute marking system, and friendly intercourse between Faculty and students. If there were any "clearly defined ideas about which students could cluster," they were these; and to these the University is as loyal to-day as at its beginning.

A recent attack has indeed been made, on the part of a very small number of students, to virtually enforce the idea that students may come here and not attend lectures or recitations, or, in fact, do any work, save when he feels like it. This has never been permitted here, and, so far as we know, is not permitted in any other institution.

There has also been an evident mis-

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To the Editor of the Tribune.

Sir:

The Tribune of April 28th contains a report of a recent meeting of the New York City alumni of Cornell University, at which a graduate lately elected a Trustee made a statement that institutions, its Trustees, its Presidents, its Faculty, its recent alumni, and its undergraduate students So far as this attack referred to the officers of the University, it may safely be left to the quiet judgment of a public to which their names and work are not unfamiliar, and which will be slow to condemn them unheard; but the charges against imputations upon the character of its recent graduates and present students seem to us to demand a correction.

"The number of students had been gradually diminishing, because the University no longer represented clearly-defined ideas about which students could cluster. The character of Cornell's students had accordingly solidified

and that the average Cornell undergraduate of to-day is more manly, more moral, more studious, more scholarly, than he was fifteen, or even ten, years ago. At no previous time has there been so little rowdyism or dissipation. Never has there been a more cordial relation between professors and students. As to the charge of lack of "force," we might point to successes on the part of recent students quite as striking as any achieved by their predecessors. Does it argue "lack of force" that the heads of the graduating classes this Spring at the Buffalo, Albany, and Bellevue Hospital medical schools were recent Cornell graduates? And we have no doubt that, when they shall have been as long out of college as those who now boast their superior strength, these recent graduates will abundantly refute the charge by their own standing and character. The fact is, that while Cornell University, owing to circumstances which we need not dwell upon here, has had in every class a number of exceptionally gifted

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men, we believe that this number is growing larger year by year, and that it will continue to increase, under the system now pursued. And while, from the cause already pointed out, the whole number of students did steadily decrease ~~for~~ during a series of years, it has now passed its minimum, and entered upon a healthful advance. The present Freshman class was markedly larger than that of last year; and the applications now coming in show that, unless many shall be disheartened and turned away by this attack, the next class of next year will quite as largely outnumber the present.

One other charge must be alluded to — the statement that that "the University no longer represents clearly-defined ideas about which students can cluster." If this means anything, it means that the fundamental ideas of the University have been changed. This is simply not true. The ideas with which the University was founded, are those upon which it is still

conducted — namely, absence of sectarian bias in the selection of professors or in the conduct of the institution, — variety in courses of study, to meet the needs of students of various talents and aims, — the equality in all university privileges of classical, scientific, and technical students, — the treatment of students as gentlemen, except when they show themselves unworthy of such treatment, — freedom from any petty ~~daily~~ supervision, — friendly intercourse between Faculty and students. If there were ever any clearly-defined "ideas about which students could cluster," they were such as these; and to these the University is as loyal to-day as at any time since its foundation.

In conclusion, we may be permitted to add, as regards the treatment of ourselves by the Trustees, our Departments by the Faculties, and ourselves by our Colleagues, that never has so much been done for both in the same length of time as during the past year. Their first act, when the funds of the University were increased, was to raise the salaries of the Faculty, and soon a second increase of

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the funds was ~~[illegible]~~ followed by a second increase of salaries — all without so much as a request on the part of Professors. Very large additions have also been made to the equipment of every department; and, it seems strange ~~to hear~~ indeed to hear men charge deterioration and decline upon an institution ~~which~~ whose progress has ~~it~~ never been so sure and healthful as now.

1883 (1)

In order to show the results of a "sensational method" of executing a great public trust ~~[illegible]~~ we publish today without note or comment extracts from various papers of wide circulation in this State and especially throughout the west — While we are glad to say that of late there has been a very general tendency on the part of the more decent American press irrespective of party or sect to condemn the sort of methods recently resorted to at the "Alumni meeting" in New York, it cannot be denied that articles like these below are ~~not only gross, unjust, but~~ exceedingly injurious —

It should be especially borne in mind that even if all the charges were true — and anybody conversant with the affairs of the University knows that they are not —

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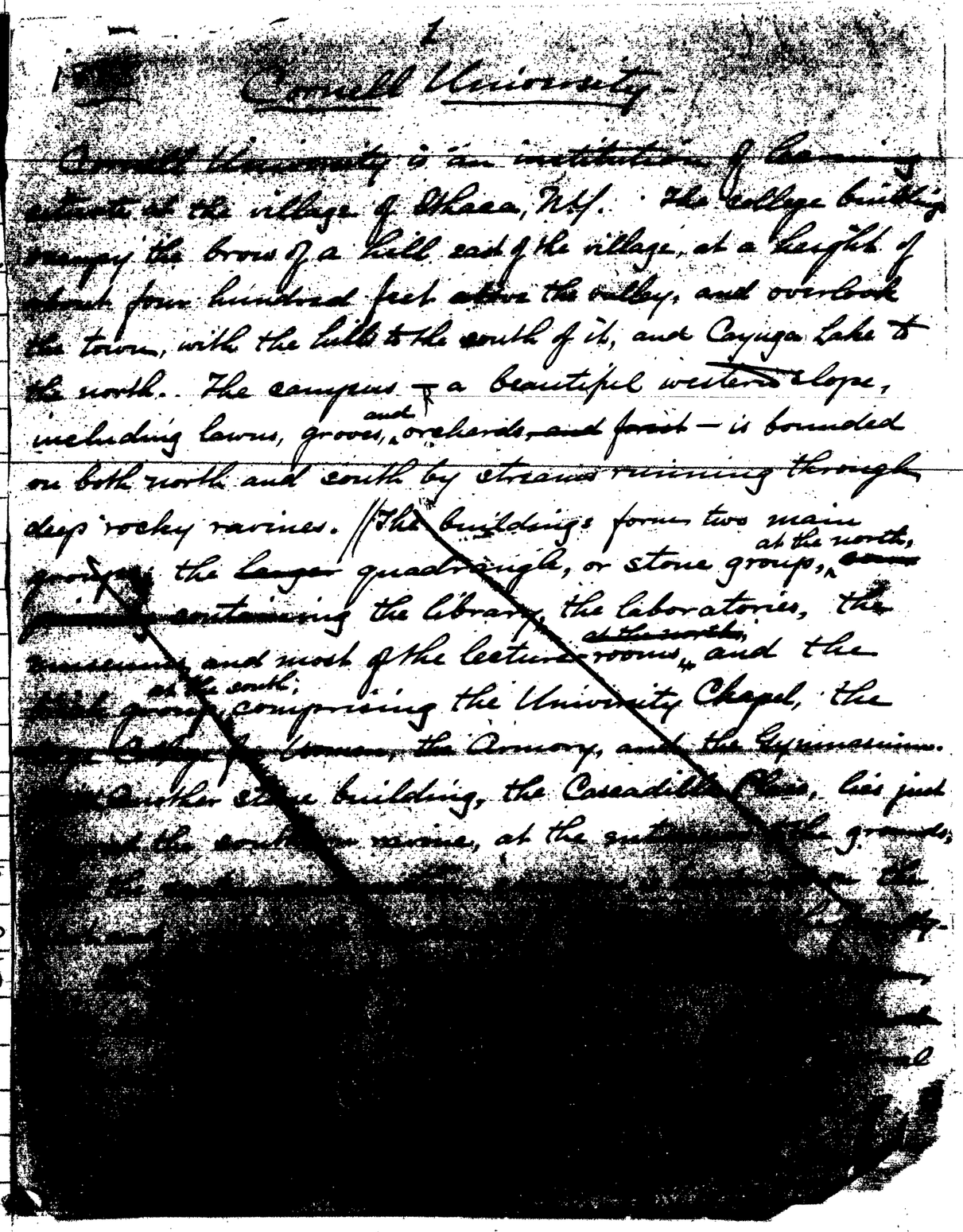
notoriety, but it would have been a proper execution of the trust imposed upon him; whereas the course adopted is simply the most absurd perversion of a trust which can be conceived. The only plea on which it can be excused is boyishness; but whether the Alumni will be as ready to accept such a plea from an Alumnus of ten years' standing as the Faculty have been in days gone by from undergraduates is somewhat doubtful.

We especially advise the Alumni to scan these attacks carefully and see whether in the interest of the Institution they love, or even of their own interest in view of the value of their diplomas, they can countenance such a boyish sensational mode of prosecuting the trust they have imposed.

Cornell University

Cornell University is an institution of learning situate at the village of Ithaca, N.Y. The college buildings occupy the brow of a hill east of the village, at a height of about four hundred feet above the valley, and overlook the town, with the hills to the south of it, and Cayuga Lake to the north. The campus — a beautiful western slope, including lawns, groves, and orchards, and forest — is bounded on both north and south by streams running through deep rocky ravines. The buildings form two main groups, at the north, the larger quadrangle, or stone group, containing the Library, the laboratories, the museums, and most of the lecture-rooms, and the other group, at the south, comprising the University Chapel, the Cascadilla, the Armory, and the Gymnasium. Another stone building, the Cascadilla Place, lies just at the southern entrance of the grounds, on the



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maintenance of schools of agriculture and the mechanic arts. Under this act the share of each state was made proportional to representation in Congress — thirty thousand acres to each representative; and the share of New York was nine hundred and ninety thousand acres. Many of the States distributed among their existing institutions and the market was at once flooded with the land-scrip, which in consequence brought only about fifty cents an acre; but New York, after much vacillation and a few unsuccessful experiments, was induced to accept the proposition of Ezra Cornell, a member of the State Senate, who offered to add five hundred thousand dollars from his own private fortune, on condition that the whole fund should be appropriated to founding and endowment of a single institution. Foremost among those who in the State Legislature fought against the division of the fund and in support of Mr. Cornell's proposition was Senator Andrew D. White, Chairman of the Committee on Education, of Syracuse, who had long had dreams of a great State university, and who now seized the opportunity for their fulfillment. Mr. Cornell's

proposition was accepted, and the site of the new institution was fixed at Ithaca. The Hon. Mr. Cornell, who, besides fulfilling his pledge, making an additional gift of over two hundred acres of land to be used as an experimental farm, and devoted himself wholly to the organization and management of the enterprise; and, in recognition of these gifts and services, his associates in the legislature insisted, against his will, following the example and precedent of the custom of American colleges in giving to the institution and perpetuating the name of its chief benefactor. It was accordingly incorporated under the title of the Cornell University.

The leading object of the university, as stated in the charter, should be "to teach such branches of learning as are related to agriculture and the mechanic arts, including military tactics;" but "such other branches of science and knowledge may be embraced in the plan of instruction and investigation pertaining to the university as the trustees may deem useful and proper." "Persons of every religious denomination, or of no religious denomination", should be "equally eligible to all offices and appointments". The trustees, board of trustees, however, must be neither sectarian nor irreligious; and "at no time" should "a majority of the board of trustees

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religious sect, or of no religious sect." A vital connection with the State was to be maintained: "the Governor and Lieutenant-Governor, the Speaker of the House of assembly, the superintendent of public instruction, the president of the state agricultural society" were to be ex-officio members of the board of trustees, and one student from each assembly district, selected annually in consideration of the state's appropriations, from the public schools by competitive examination, was entitled to education in the University free of all charges for tuition. The board of trustees, when complete, consists of twenty-four members, three of whom are elected every year to serve for a term of five years. Of these, two are chosen by the board itself, and one by the alumni.

At the urgent entreaty of Mr. Cornell, Senator White resigned his professorship of history at the University of Michigan and accepted the presidency of the new institution. The work of organization proceeded rapidly, and three years after the passage of the act incorporating and granting the charter, the University on the seventh day of October, 1868, the University opened its doors for the admission of students. The faculty consisted of twenty-five professors, nineteen of whom were resident, and six non-resident. The former were mostly young men, [illegible] but included Goldwin Smith, William Channing Russel, and Evan W. Evans as well as such promising beginners as Burt G. Wilder, Charles Fred Hartt, James Law, Lilland Fiske, and Homer B. Sprague. The system of non-resident professors was a device to secure to students lectures and instruction from men of ability in all parts of the country who could not become permanently attached to the university, but who would gladly give their services for a limited time. This class was represented at the outset by Louis Agassiz, James Russell Lowell, George William Curtis, Theodore W. Dwight, James Hall, and John Stanton Gould. Besides these, there were four assistant professors, including [illegible] H. F. Crane and James Morgan Hart; and three instructors, among whom was Frank Wiggles worth Clarke, since well-known as a professor in the University of Cincinnati. More than five hundred students applied for admission, of whom three hundred and eighty-eight were received. Within the scope of the instruction were included not only the prescribed classical courses in agriculture and the mechanic arts, but also general courses in science, philosophy, and the classics. A course in history and political

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Besides instructors and examiners, and is divided into special faculties corresponding to the several departments of study ~~instruction~~ study.

These departments are as follows: Agriculture, Mechanic Arts, Military Science, Architecture, Civil Engineering, Mining Engineering, Free-hand Drawing, Mathematics and Astronomy, Physics, Chemistry and Mineralogy, Natural History, Languages,

These departments are as follows: Agriculture, Architecture, Chemistry and Physics, Civil Engineering, History and Political Science, Ancient Classical Languages, Germanic Languages, Romance Languages, Oriental Languages, Mathematics, the Sibley College of Mechanic Arts, Military Science, ~~and Electric~~ Natural History, Philosophy and Letters

The courses in Agriculture are intended to fit young men to be enlightened practical farmers. Instruction is given in applied agriculture, agricultural chemistry, economic entomology, horticulture, and veterinary science, both by recitations and lectures. Practice in the

Chemical, botanical, entomological, ~~Library~~ and veterinary laboratories, in ~~agricultural~~ and certain ~~mechanical~~ certain ~~manual~~ work is required, and a certain amount of time is given ~~work in the field~~ work in the field and upon the farm. The department is well-equipped, possessing, besides its experimental farms and stock, much illustrative material in the form of models, collections and apparatus.

The object of the course in Architecture is not so much to develop the artistic powers of the students as to lay a sound foundation of ~~the~~ technical and general knowledge on which art may be based. The whole ground of education in architecture, practical, scientific, historical, and ~~aesthetic~~, is covered as completely as is practicable in a four-years' course. The ~~illustrative~~ equipment of the department includes, among other things, the White architectural library and the most extensive collection of architectural photographs yet brought to this country in America.

Save for the special attention given to agricultural and industrial chemistry, the instruction in chemistry and physics ~~is~~ differs little from that at other American universities of the first rank. ~~The~~ ~~laboratories~~

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guages are necessary for any baccalaureate degree conferred by the University, classes in Hebrew, in Arabic, and in Sanskrit are formed nearly every year; and Modern Persian, Chinese, and other Eastern tongues have been taught when students desired it. French German and French form an essential part of nearly all the general courses; but Italian, Spanish, and other modern languages are wholly optional. Gothic, Old and Middle High German, and the Scandinavian and Netherlandish languages are taught to advanced students, chiefly by means of German text-books. Anglo-Saxon forms is a required study in the course in English Literature.

The instruction in mathematics, though thorough, has no peculiar features.

The Sibley College of Mechanic arts takes its name from the Hon. Hiram Sibley, of Rochester, to whose benevolence it owes its building and equipment, together with the endowment of its principal professorship. The building includes, besides lecture-rooms, rooms for free-hand and mechanical drawing, the designing of machinery and pattern-making, and the machine shop; and connected with it are a brass and iron foundry and a blacksmith

Each student in mechanical engineering is required to devote two hours a day to work in the shops, which are fully equipped with all the ordinary hand and lathe tools used by machinists, as well as with many of the most complicated machines and attachments, with an extensive collection of mechanical models.

It being a special requirement of the charter that instruction in military science should be a feature of the institution, all male students, save foreigners, laboring students, and those physically unfitted, are required to provide themselves with the University uniform and to take part in military drill during the first and third terms of the first and second years. This instruction is under the charge of an officer detailed for the purpose by the United States Government, who, in addition, delivers each year a course of lectures upon the art of war.

The department of Natural History is divided into sub-departments of Botany, Geology, Palæontology, and Zoology. The instruction in each includes laboratory and field work, as well as lectures; and the illustration collections (making up the University museum) are very full. Thus the Newcomb collection of shells (one

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bracing more than ~~eight~~ twenty thousand ~~volumes~~ is the finest in America; and the Hartt collection of South American fossils and fishes are quite unique. The native flora, and the local facilities for geological and palæontological research, are exceptionally rich.

The department of Philosophy and Letters is remarkable for nothing, save perhaps for the great fullness of the course in English literature.

The University collections and apparatus have been already spoken of in connection with the several departments. As a whole they constitute one of the most complete college-equipments in the United States, the apparatus for scientific and technical study being especially full and exhaustive.

The library which already ranks third among the college libraries of the country in point of size and value containing above fifty thousand volumes, has recently become the most richly endowed of American college libraries, and is growing rapidly in every direction. Its collections of periodicals, literary, scientific and technical are especially complete. The reading-room and the mathematical

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The library which already ranks third among the college libraries of the country in point of size and value, containing above fifty thousand volumes, has recently become the most richly endowed of American college libraries, and is growing rapidly in every direction. Its collections of periodicals, literary, scientific and technical, are especially complete. In works relating to architecture, and to the mathematical sciences, and to oriental philology, the library is also very rich; and the unique Tracy collection upon the anti-slavery struggle in America should not escape mention.

The courses of study have been divided into general, special, and optional courses. The first class comprises: (1) the course in Arts, leading to the degree of Bachelor of Arts, corresponding to the regular classical course of other American colleges; (2) the course in Literature, leading to the degree of Bachelor of Literature, which substitutes for the study of Greek a very thorough training in English literature and the modern languages; (3) the course in Philosophy, or Latin-scientific course, leading to the degree of Bachelor of Philosophy; (4) the course in Science, leading to the degree of Bachelor of Science, which includes the modern languages, but not Latin or Greek, and (5) the course in Science and Letters, leading to the same degree, but somewhat which aims at a more general culture than the last named. The special courses correspond in the main to the several departments of instruction, and their character may be sufficiently inferred from their names. They are as follows: (1) Agriculture, two courses, a four-year course leading to the degree of Bachelor of Agriculture, and a three-year course not leading to a degree; (2) Mechanical Engineering, leading to the degree of Bachelor of Mechanical Engineering; (3) Architecture, leading to the degree of Bachelor of Architecture; (4) Chemistry and Physics, leading to the degree of Bachelor of Science; (5) Civil Engineering, two courses, a four-year course leading to the degree of Bachelor

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of Civil Engineering, and a five-year course leading to the degree of Civil Engineer; (5) History and Political Science, leading to the degree of Bachelor of Philosophy; (6) Mathematics, leading to the degree of Bachelor of Science; (7) Mechanic Arts, leading to the degree of Bachelor of Mechanical Engineering; (8) ~~two-year~~ Natural History, leading to the degree of Bachelor of Science, and a two-year course (preparatory to the study of medicine) not leading to a degree. Optional courses ~~are~~ may be marked out by students themselves, with the approval of the faculty, and do not lead to degrees. Post-graduate courses, leading to advanced degrees, are laid down in most of the departments; ~~although it does not, as elsewhere, the field of election is very large~~ in these, as elsewhere, the field of election is very large.

The regular fee for tuition is twenty-five dollars a term (seventy-five dollars a year); but tuition is free to students in agriculture, to students holding scholarships from the state, and to resident graduates. ~~The academic year is divided into three terms, averaging twelve weeks each.~~ No ~~full~~ fellowships or scholarships have as yet been established save those provided by the state of New York at the foundation of the Uni-

versity. This provision has already been mentioned, in speaking of the charter. Under it, one hundred and twenty students each year, selected by competitive examination from the several assembly districts of the state, ~~may be admitted to the University~~ are entitled to enter the University and pursue a four-years' course of study free from all charge for tuition. A loan fund also exists.

The academic year is divided into three terms, averaging about twelve weeks each.

The University buildings are at present ten in number, and form two main groups: (1) the quadrangle, or stone group, at the north, containing ~~the~~ lecture-rooms, laboratories, library, and museums; and (2) the brick group, at the south, comprising the University Chapel, the Sage College for Women, and the Gymnasium. Another building, the Cascadilla Place, lies just beyond the southern ravine, at the entrance to the grounds; and the Campus is bordered on the east and west by the residences of professors. ~~Between~~ Cascadilla Place, an imposing structure of gray stone, is seen, by reason of its distance from the other buildings

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used mainly as a place of residence for members of the faculty. The North and South University buildings built of stone quarried upon the grounds, and uniform in appearance and material, are the oldest of the college buildings, and contain the greater part of the lecture-rooms, as well as the University offices and the halls of the literary societies. The McGraw building, situated between the two last named and with them forming the western side of the quadrangle, is also of native gray stone and is the largest of the group. The body of the building contains the library and museums, together with the departments of geology and zoology. On its tower, which commands a view of the entire campus, are the great bell of the University, the chimes, and the University clock. The physical and chemical laboratory is a handsome edifice of red Medina sandstone, at the northwest corner of the quadrangle. On the northern extension and to the East of this, and at the extreme north of the campus, stands the Sibley College of Mechanic Arts, with its appendages, overlooking the deep ravine which bounds the University grounds. The department of Civil Engineering and Veterinary Science occupy in common a large temporary building of wood, to the east of the quadrangle. The most important building

of the brick group is the Sage College, which occupies a knoll at the southeast of the campus. It is a eighty quadrangular edifice, the most spacious of the University buildings, and was intended mainly as a home or dormitory for women students, and to this purpose the greater part of the University structure is devoted, accommodating about one hundred pupils; but it also contains the commodious lecture-rooms, museums, laboratories, and green-houses of the department of botany. The University Chapel, situated midway between the Sage College and the South University, is a Gothic structure of brick with stone trimmings. It has two audience-rooms — nave and transept — the larger of which will seat about five hundred persons. The Gymnasium stands at the southwest corner of the Campus proper, overlooking Cascadilla ravine to the South, and is the first building that meets the eye on crossing the bridge at the entrance. Such are the buildings of the University during the first decade and a half of its existence. But its activity in this respect is by no means at an end. A new library edifice worthy of the splendid endowment of that

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is soon to rise at the southwestern angle of the Stone quadrangle. An enlarged college hospital, the gift of the late Mrs. Fiske, and an observatory will be completed during the present year. Among the University buildings ought perhaps also to be included the noble residence of the President, on an eminence at the east of the Campus, erected at the private expense of President White, but designed by him as a gift to his successors; and also the palatial mansion built by the late Mrs. Fiske for her own occupancy upon her beautiful grounds adjoining the Campus at the northwest; but left incomplete at her death, and the latter is at present used by the University as a museum of art, of industrial and general, and other art — though its final destination is as yet undetermined.

A feature which Cornell University shares with few American colleges of the first rank is its admission of women to all the privileges of the institution. These stand in all respects upon the same footing as young men, save that they are exempted from military drill. Though the number of those taking advantage of this opportunity has not been large, there has never been any reason to regret it. Though the number of those taking advantage

of this opportunity has not been large, the experiment has never been regretted. Since their admission in 1872, fifty-eight have been graduated; and the number actually studying at the University at any one time is between fifty and sixty. A majority of these have always preferred to reside at the Sage College; though this is not compulsory, and many make their homes in private families.

As a part of the public-school system of the State, the University cannot, if it would, place the religious instruction of the students in the hands of any one sect or denomination. Simple religious services are, however, held regularly in the University chapel; and during the fall and spring terms, its pulpit is filled weekly by distinguished clergymen of the various Christian denominations, selected with a view to the best representation of the religious thought of the time. These services are supplemented by the regular meetings of the University Christian Association, held in the hall fitted up for them in one of the University buildings. While students are not forced to attend any of these religious exercises, every effort is made to attract them thither.

At the outset of the existence of the University

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midst of an epoch like this a message can be sent from the thoughtful men of this century to the thoughtful men of the next century.

A word now as to the messengers. We can hardly carry the message over the border of the next century ourselves. To a few tottering old men of our dear class of '53 it will be granted to look with straining eyes over the boundary into the twentieth century. But even these can do little to make themselves heard then. Most of us shall not see the coming century. But before us and around us, may, in our own families, are the men who shall see it, — the men who go forth from these dear shades to-morrow are girding themselves for it. As I stand in the presence of these youthful messengers I am often overcome with the feeling of awe; as in my boyhood I stood before men who, as I knew, were soon to see Palestine and the far East or the Golden Gate of the West and the islands

of the Pacific. The old story of St Philip's Nri at Rome comes up to me, who, in the old days of the Elizabethan persecutions made it their business to hunt out into the open air that he might look upon the English students at the Papal College destined to go forth to triumph or to martyrdom for the faith into far off heretic England.

I have stood before many men, great as things go in this world, who sway the consciences of hundreds of millions, monarchs, whose word is law through vast empires; rulers of free peoples, generals noted in history, orators; statesmen, but I confess that never before any of these have I felt such awe as at times in the presence of these messengers to that coming time which we are not to see, of these men who are to know the outcome of much which moves us, who are to pass through the ordeal which fills us with hope or dread. There is to me a sense of mystery as I look into their young faces — a mystery deeper than any

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potentate or pontiff or leader of men
whose history is past + known.

What more
is the message.

Then are doubtless many
special words of warning or words of
cheer wh. we would find; — not un-
likely each of us has his own — but
is there not some general statement
into wh. we can throw our whole
messages. Let us attempt it.

(15) 8

You all remember that strik-
ing generalization of Guizot re-
garding the broad difference
between the civilizations of antiq-
uity and those of modern Europe —
simple as it is, it is one of the
greatest contributions to modern
thought. He shows that as a
rule the Evolution of each of
those great phases of ancient
civilization was in obedience to
some one dominant principle,
to some Element-
Principle — influence which gained
the mastery and subjected the civil-
ization to itself, and formed the Statement
and developed the nation into its own channels;
— he shows how as a consequence
of this domination of a single
principle each of those ancient
civilizations either sank into
immobility, as in Egypt or in
India, or else developed with

developed Civilization according to own Subordinate Principle

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astonishing rapidity and brilliancy only to decline just as rapidly; and of this latter fact he gives as examples the republics of Greece, the commercial communities of the Mediterranean (and even Rome herself) On the other hand he shows by that in the great modern civilizations of Europe no one principle has ever become powerful enough to exercise permanent despotism over the others; that many strong elements have existed together, stimulating each other, restraining each other, as monarchy, hierarchy, aristocracy, municipal liberty, and that as a consequence European civilization is far more rich and varied than the ancient, far longer lived, enclosing in itself principles and powers which by their action on each other constantly renew

the youth of modern states—

Since Guizot thus wrote, and even since we read him here together, this generalization has been confirmed by most striking examples— under our own eyes throughout the world we have seen illustrated this great truth at work

In order to prepare ourselves more fully for the application of this truth which I propose to make, take some of the simplest examples which we have ourselves seen, may which we are to-day seeing, until simplest of all England

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the last thirty years entirely in accordance with the views of any one of the greatest of these geniuses or the most ~~frontizing~~ fruitful of these principles, how poor would have been the outcome as compared to the result achieved by the working together of all! Imagine the England of to-day developed entirely according to the ideas of the greatest of these, Newman, or Carlyle, or Mill, or Cobden; or imagine an England in which the military principle alone, or commercial principle alone, or even the reform principle alone, was dominant, how poor the result compared with that great varied civilization we now see -; and how poor the chance for perpetuity compared with this prophecy of her future ~~at present~~, when with all her

faults every thinking man can see that Anglo-Saxon liberty has taken a new lease of life, and has begun a new career.)

Take next Germany - In some respects the truth that the life of nations is strengthened and lengthened by variety in the elements of civilization has here its strongest recent confirmation - For centuries the principle of political authority had ~~strongly~~ ruled society; even the Church was obedient to it - And we find in the seventeenth century the successors of Luther and Melancthon (~~in the Protestant Church~~) wrangling with the successors of Loyola and Contarini (~~in the Catholic Church~~) ~~but~~ to prove that Protestantism is more conducive than Catholicism to the building up of unlimited ~~principle~~ princes contr

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~~Han is catholicism~~ For centuries this principle of authority had undue ~~weight~~ strength, ruled society in defiance of the simplest laws of politics. Political life seems lost. But in these latter centuries have been developing other great elements. ~~Side by side with authority in State and Church has evolved~~ and chief of these a great thinking class, centered in the ~~great~~ universities, bounded by no limits, a vast, steady power. Then, too, militarism with all its fearful cost has given some noble ideals and a valuable training in the very virtues which do much to keep up popular morality. Commercial enterprise has ~~lifted up~~ brought into play a new class which can modify the prejudices of a territorial

aristocracy. Literature, art, science, - each has become a great power sure to make itself felt in the sum of things. Kant holds in check to-day a vast mob of anti-social forces; Lessing and Gutzkow stand as a ~~barrier against bigotry~~; Schiller, against political despotism; Arndt and a host of others, against disunion; Goethe in all his works, against Philistinism. A form of Rückert or a discourse of Fichte are as much a power as the army of a German prince. Rauch's statue of the great Frederick, Drake's (?) statue of Stein, stand as ~~embodiments~~ tallying types of the principle of authority on one side and of constitutional liberty on the other. In the national councils we have Bismarck representing aggressive authority and governmental

and a legion of Scientific thinkers, historians, humanists

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directions; Richter, Lasker, and the like, the popular initiative; Windhorst representing Catholicism, (representing Protestantism-); Moltke representing the spirit of militarism, and Gneist the principle of legality; Krupp and Bleichröder representing the demands of modern industrialism, Bucher and Schäffle, the demands of thinking socialism — all these, working together, often with much din, yet not to produce chaos, but to educe order from chaos - Out of these diverse elements thus stimulating and modifying each other comes the New Germany, greater, stronger, more lasting than the old -

~~Take now the other side -~~
~~Look at the Italian case~~

Look now at Italy - when we studied together here ~~last~~ Italy was ~~under the~~ a new geographical expression; ~~oppressed~~; the Madiai family were in prison at Florence for reading the Bible; and little Mortara ~~was taken~~ in the monastery of Rome ~~stolen~~ from his family to save his soul - But since those days Italy has been rebuilt, has become great and strong - In no country in Continental Europe is there so promising a crop of earnest young thinkers - Why? Simply because back

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fertile of soils, with the most splendid of harvests, with every source of wealth, with ~~a scanty population of men some of whom were reading~~ thoughtful men, but not an evidence of the simplest ~~triumphs~~ of modern civilization throughout the republic, not a steam engine, not a telegraphic instrument, literally not even a bridge across a stream, or a plow in a field. Out of all these republics to-day in which the principle of unchecked supremacy of the individual will is dominant only two show any signs of real life, and these two ~~show this in the beginnings of modern industrialism~~

The principle then of Guizot Spencer is ~~clear~~ not merely in ancient and remote states, but immediately about us; and the question now arises, how stand our

own republics with reference to this great truth, ~~so clearly proved to be a truth~~ - Here in my judgment lies the central point of our message.

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All these contemporary nations of ours mentioned thus far go to prove the correctness of Guizot's generalization ~~or all the parts of~~ ~~the same~~ ~~one~~ — Germany, England, Italy, and we might add France, by the constant renewal of activity, by the rebirth into new and strong life, by this conflict of elements; Spain, Russia, the Spanish republics, and we might add the Turkish Empire, by their decline into immobility under the despotism of a single element — But have we any ~~example~~ bearing upon his ~~future~~ point — the statement that the complete sway of a single element in a nation's civilization may also give an extraordinary impulse and ~~produce~~ prodigious rapid development, but ~~that this is followed~~ or ~~followed~~ by rapid decline and by finally

sterility —

As to the first part of this assertion — the prodigious development of a civilization under the sway of a single dominant element — I think that beyond a doubt the United ~~States furnishes the most striking example in history~~ —

On the fact of this rapid development I need hardly detain you — You have stood in daily amazement at the evidences of it during the last thirty years; and if you have been inclined not to heed it, your attention has been called to it by endless reports, orations, speeches, ~~and abroad, by the Centennial Exposition~~ But now comes the next subordinate question, What has produced this development? Has it been the working together of

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various elements each strong, each stimulating, modifying curbing the rest, or has it been produced in obedience to some one dominant element which has gradually obtained complete control?

Here, too, little discussion is needed - There has been certainly little if anything of the military spirit as a steady force; that has burst out once or twice in our history in great force and then has quickly subsided - It is hardly any spirit of religious propagandism - As a rule the clergyman has followed migration; he has not led it - In the settlement of our vast West there has been nothing like the coming in of bodies of men whose paramount spirit was religious led by religious men; as in Canada, came but little [illegible]

still less has it been the aristocratic spirit anxious to found petty personal sovereignties; and least of all a monarchical spirit anxious to extend an empire - What has built the cities, the railways, the telegraphs, the docks, what has peopled these prairies and built up new States? Certainly none of these - nor has it been the political spirit - The last slight trace of any pioneering in a political interest we saw in Kansas and Nebraska, while we were [illegible] and since then there has never been anything of that kind - What is then the force? I need hardly tell you that the one element which has been not merely dominant but all prevailing in this is a mercantile spirit, or, if you please to give it the name, industrial spirit

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I do not dispute its importance, but I do assert that in any normal state of political activity, a state in which all the elements of civilization are in healthy, cooperative, well coordinated activity, it would certainly be the last of these four great questions to be taken up, or rather that the first three questions would have our first and best thoughts, and if any question were adjourned, it would be the tariff question. We would say a national nucleus for a system of education must be provided for in each state which does not now possess it - not merely justice, but the safety of our children and our children's children demand it - We should say that a reformation of the civil service must have steady

earnest thought and careful discussion - We should say the electoral college system must be brought into better form as the one immediately dangerous spot in our governmental machinery liable to give us Mexican politics at any moment - and we should say if anything waits, it must be the question whether we are to have a few more or a few less manufactories during the next few years - Such under a proper coördination of the various elements of a great civilization would be the workings of our minds - As a matter of fact the tariff is the only question; the great majority of our citizens give to the other questions hardly a thought - Mercantilism is the one controlling element -

~~Look closer at our political life - I do not deny that noble~~

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statesmen are standing against the current – As long as such typical men exist as Edmunds and Bayard, Randleton, and Hoar, Morrill and Hawley and MacVeagh & Gibson, and others like them stand in our councils, there is a representation of other great elements of civilization – But is it not evident that mercantile men and methods have invaded our national and state legislatures as we never in our earlier days thought it possible: I am no mere laudator temporis acti; but suppose that any one had told us in our college days here as we pondered the speeches of Webster and Calhoun and Clay and Sumner and Seward that great states would arise in which the United States' senatorships should be virtually put up to the highest bidder term after term until such a mode of securing a

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"the time required for the
"full discharge of our political
"duties than the politicians
"can steal from us on account
"of our not discharging them."
Here is the simplest expres-
sion in municipal matters
of the mercantile spirit entirely
dominant over the political
spirit—

You may say that this is
because New York is "a foreign
city"— unfortunately for this
argument the same evils are
complained of in every city
large or small— I have myself
seen within the past year in
a little interior city not only
the rights but the safety of
a large portion of a city the
populace made merchandise
of by a common council, and
the franchises for which the
city might have easily secured

a million given away evidently
for petty bribes amounting in
all to not the hundredth part
of that sum—

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we have made no such progress in extinguishing illiteracy as has been made in Germany, England, France and Italy even is rapidly developing a system of public schools far more complete and better thought out than ~~ever~~ can ~~show~~ for ~~[illegible]~~ in ~~[illegible]~~ two or three of our States

Take now the intermediate education - After all these years there are not in our whole land a score of intermediate high schools which can be compared with any one of hundreds ~~established within~~ Grown or Grown within the last forty years in some other countries -

Take the higher education. Progress has indeed been made, but the question is, what progress as compared with ~~[illegible]~~ material progress - Compare the increase in the endowments of this honored and beloved university with the increase in the capital of any of your great railways - Compare the increase in its buildings with the ~~cost~~ increase in the cost of great hotels and houses of merchant princes -

Compare the advance in salaries paid to the most honored men in the institutions with the advance in salaries of presidents of railway companies, banks, insurance companies, &c

Take next the field of Science - Here the outlook is better - But the most determined optimist could hardly claim that in devotion to Science this has been any richer Generation and the increase of Endowment Research

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"Take the field of literature- Again I say that I am no pessimist- In spirit, in belief, I am an optimist,- and yet I cannot shut my eyes to certain facts- In our college days we had in their bloom Longfellow, Lowell, Whittier, Whipple, Prescott, Bancroft, Motley, Curtis, to say nothing of a great array of lesser lights- Some are gone, some are grown old- Do you discern any such array of men now who have either come to us, or who are appearing upon the horizon? You may say that there are still poets- I grant

You may say that there is as much talent among men as there ever was it but Somebody has drawn a dividing line out of Literature

that- two of the class of '53 believe that we know of two to whom the divine impulse has come,- and yet those two are first of all business men- Mercantilism has been too strong for them- In an earlier day they would have taken up the traditions of the great singers of the land and worthily followed them-

Look next at art- When we stood together in college Crawford, Greenough, Powers, Rogers, Storey were in their prime,- and about them a multitude of lesser lights- If art had developed as business has developed there ought to be a score now where there were but two or three then- What is the reality? Have those men even any

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considerable away/ worthy succession; if so, where are they?

In painting at that same period there were Elliott, Huntington, Eastman Johnson; there were traditions of the art of Allston and Trumbull— How is it to-day? Those who saw the American picture gallery at the recent Exposition at Paris know— I speak entirely within bounds when I say that of all the sad displays which for the honor of the country one would wish blotted out, that was the saddest—

You may say that the feeling for art has been spreading and developing of late years— By that you doubtless mean the mania of the aesthetes, boudoir pictures substituted for really

great works, the chief deity ~~of all worship~~; an art of mere fashions and whims; one year chamfered corners with decorations in crude red and black; another year rounded corners and decorations in peacock blue; one year what is called Gothic; another year what is called Queen Anne— all of which wife probably ten years hence furnish the most woful thing to look back upon in the history of so-called art— The simple fact is that here, too, the mercantile spirit as expressed in great enterprises of all sorts is infinitely surpassing art in all its branches, has dwarfed it, has drawn from it the men who could have given it strength— [illegible]

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Take ~~first~~ finally (39) 23 53
Man and moderate is power; it is indeed a
the religious element in the multiplex

great force in our country—
It still gives us examples
of heroism, it still holds up
ideals, almost the only ideals
we have left— It is indeed a
great power— I acknowledge
my belief that were anything
to arise making a simple,
sharp definition between trade
on one hand and religion on the
other, religion would show a power
~~———~~ of which many among
us hardly dream— But there is
no such crisis, there is no likeli-
hood of any such— The question
is as to the comparative strength
of these two elements in the
ordinary course of our American
civilization as it is now running—
make a few tests, the most
simple, homely, every day— Suppose
that the introduction ~~[illegible]~~
into any one of our great cities
were sure to draw trade, build

(40) 23 54

manufactories, necessitate rail-
ways; could you not secure at
once contributions enough to
build a magnificent ~~[illegible]~~
a Unitarian church
Make another homely
moral test— Suppose that any powerful
preacher in our great centres of
thought should steadily denounce
not in abstract but in concrete
certain dominant mercantile sins,—
picture them as what every
thinking man knows them to
be; would he not in nine cases
out of ten be practically treated
as an enemy of what is best in
the city— I grant you that
in certain branches of trade have
been greatly interfered with
by the Christian spirit, de-
veloped by the Christian preacher
— all honor to them— and still
these are but like a few suc-
cessful skirmishes against an
army whose onward march is
irresistible.

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out our commerce - But that was twenty years ago, and a great strong nation should regain its commerce in twenty years - You will say that England is too powerful for us - True, but France, Austria, and above all, Germany, have wrested a large portion of the steam carrying trade from England; even ~~England~~ Italy and Belgium are making inroads into English transatlantic commerce in this respect -

But you will say that this is the age of machinery - I grant it - I grant that in the exercise of a certain sort of ingenuity America has astonished the world - But with all our growth what have we developed in the largest way to compare with the great

shipyards of England and Scotland; what have we to show in the great formation industry of iron and steel to be compared with the establishments of Krupp at Essen and Schneider at Creusot: Bright go further in this direction and show that the want of variety in the elements of our civilization, and the want of thought thus stimulated, and the want of the high ideals thus held up, interferes with material progress itself -

But you will say this is all pessimism - Nay, I once more maintain I am not a pessimist; by nature, by conviction, I am an optimist, and I hope now to prove this as I point out how this result of the development of our civil-

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ization under the sway of one great dominant principle, which has thus far shown itself, in strict accord with the generalization of Guizot, to have produced a vast material development, may be prevented from leading to the weakening and decline which that same generalization prophesies to us. Our course is simple. It is nothing more or less than to develop fearlessly and with a determination other elements of civilization which shall take their rightful place in the United States, which shall modify the mercantile spirit, hold it in check while it stimulates it, and make the history of our country something greater and broader than anything we have

yet begun to reach.

What shall these counter elements of civilization be? Monarchy, aristocracy, militarism, we could not have if we would, we would not have if we could. What shall we have? I answer simply the greater fabric of religious, scientific, literary, ~~and artistic~~, duty and political thought; to summon young men more and more into these fields as a patriotic duty; to hold before them not the incentive of mere ~~taste~~, of mere pleasure in the matter, but the ideal of a new and better civilization; to build up an aristocracy of thought and feeling which shall hold its own against the aristocracy of mercantilism, the aristocracy of business. I would have more and more the appeal made to

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every young man who feels within him the ability to do good or great things in any of these fields to devote his powers to them as a sacred duty, no matter how strongly the mercantile or business spirit may draw him –

I would have this idea preached early and late that the man who has powers fitted for this higher service, for the proclamation of religious truth, of scientific truth, for literature, for science, for art, is false to himself and false to his country if he deliberately puts these talents at the service of the mercantile spirit –

& Still more I would have this venerable University and others like it throughout the country made vastly stronger than they are now as the guardians of this

idea, as the fortresses in this new country against the material spirit which has lifted our country so rapidly, but which is sure to draw it down unless modified and held in check – Remiss indeed have the graduates and the friends of our own beloved Yale been in their treatment of it – She has never had the means to do a tithe of what she might do. She ought to be made strong enough with more departments, more professors, more fellowships, so as to hold constantly concentrated here a strong army ever active against materialism and Philistinism.

So, too, throughout the country everything which makes against the prevailing materialism and mercantilism should be strengthened

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— Notes for Speech —
at
Cleveland —

At the close of the ~~great~~ civil war, several ~~vast~~ public questions were presented, appalling by their magnitude, and by the dangers of a wrong decision — Among the most important of these was this:— What shall be done with all those millions of people lately chattels, but now ~~disenfranchised~~ citizens — the wards of the nation, the wards of humanity —?—

There came two answers — Two paths lay open to the triumphant Union —

The first of these was the path of Confiscation — It was said, Resist at all hazards the development of a proletary class, — a class without rights in the soil — Should you allow this, you will have exchanged the black sea of slavery for the red sea of pauperism — It was claimed that right favored this course, — that the freedman had, by a higher law, than any human enactment, a right to the soil to which his unpaid labor had for generations given value — It was declared that ~~experience~~ favored such a policy — The example of Russia was cited, where, at the emancipation of the serfs

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they were given property rights in the land of their former masters // But the plain Anglo-Saxon instinct was against this- May I not say that a reviving brotherly feeling was against it?- Nay, may we not see a divine hand, which, to a thoughtful histo-rian, is so apparent in many parts of our history, keeping the nation out of that path?- Thank Heaven, con-fiscation, ~~that root of bitterness~~ He hath to new uses of was ~~not planted~~ taken.

The second ~~way~~ path was the very opposite of this,- appealing to different methods, to different prin-ciples.- That ~~second way~~ path was Education- More and more it was seen by clear-minded, strong-

hearted, high-souled men and women that this was the ~~only way~~ right hand- It was taken- It led at first through thickets of antipathy and ~~thorns of hatred~~, across ~~over~~ chasms of bitterness, and worst of all, ~~through~~ deserts of indifference- Lives and treasures were poured forth upon it — the sweet lives of devoted wo-men, the sacrifices of earnest men, the gifts of multitudes, the prayers of churches-

The gentleman who has preceded me has ~~had~~ presented the work thus be-gun admirably from his point of view- That of a statesman Permit me to present if from mine — that of one, who,

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accomplishment of his professions ~~work~~, the justice of God, he would have been led to adoration at God's mercy- For he would have seen after the storm of wrath had passed over the whole nation work through an out-pouring of mercy, giving ten-fold the old prosperity, increasing enlightenment, ... making sweet that which was before bitter, and preparing the way for a greater and better future than had before been possible-

What then is the question which now confronts us?- It seems to me simply this:- ~~How shall his path, fully opened and made straight,~~ which the thought of the nation

has thus chosen, or rather, which Heaven's mercy has indicated to us, be ~~opened up~~ ~~How shall it be made a highway to~~ a nobler future.

First of all this must be done, it ~~seems to me~~ is clear, by ~~ordinary~~ human benevolence and sacrifices- Already great things have been done- The Peabody fund, the Slater fund, gifts of various ~~sizes~~ sorts, and for various purposes, have shown a sense that this is one method- It seems to me that this is by far the most effective agency for the development of higher popular education- That is, for academies, high schools, colleges, - for all those institutions which give consistency and strength to the lower and intermediate education

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already made in this direction. Once, indeed, a bill was prepared most carefully, was championed by some of the best men in the National Senate - ~~was championed by some of the best men~~ and in the House; - and those of us who went to Washington and labored for the passage of ~~the bill~~, contending against the prejudice and the indifference ~~with which it was met~~, will recall with pride that among those who stood up for the measure most earnestly from first to last, was James Abram Garfield, then a ~~member of the House of Representatives~~ Representative from Ohio. Various presidents of

the United States favored such a measure - It was favored by President Grant, and, I rejoice to bear testimony in this State that it was favored by President Hayes - and that it was one of the ~~efforts put forth by that~~ meaning urged by his administration as an administration which history will declare, as the voice of contemporary opinion across the sea has already declared, - one of the purest and noblest in American history -

At various times this measure has come near being a success; - at one time, very near - ~~failing to~~ passing one house triumphantly,

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and failing to pass the other by the lack of very few votes.

I cannot refrain from stating here why it failed. There was indeed indifference, - there was indeed prejudice, - there was indeed the clamor of a certain portion of the press whose correspondents at Washington thrived by assigning vile motives to everything done, and, in this way, pandering to the love of sensational news. But this is not what destroyed the bill. The fact that the members could not give to the question the thought and the study, which

it demands. Let one fact out of many be typical. Let it indicate where the real difficulty was, and always will be in the way of great and well-considered measures of administration. I was discussing the matter with a leading member of the House of Representatives, now a Senator of the United States. He favored the bill. I said to him, "Why not prepare a thorough and effective speech upon it? Why not rouse the House in regard to it? Why not indeed rouse the country, as you are so well able to do? Why not study up the question — the facts that

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warrant the measure — the means of carrying it out, and the results sure to follow?—" Her opened the drawer of his desk; it was packed with ~~unopened~~ letters — "There, said he, "is the reason why I cannot — those are ~~the~~ letters just received full of applications for office — full of requests for petty services — I have no time for this great public measure — I am expected to give my time ~~mostly~~ mainly at the departments to secure offices or other favors for my constituents"—

And on a similar occasion, a Senator of the United States, whose powers are acknowledged throughout the land, when I asked him why he did not champion such a great measure, pointed to his table and said: "There lie ~~over 50~~ letters regarding a single appointment to office."

My friends, you will allow me to digress from the purpose of this meeting long enough to say that then it was ~~I~~ I learned that the first necessity in the amelioration and proper development of our country is a reform in the civil service

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- a reform
of the United States, which
shall give us a system ~~under~~ ~~which the~~ appointments ~~to these~~
myriads of minor offices ~~shall be~~
~~based not upon a system which~~
~~shall demand not~~ the wheedling
and whining, and begging, and
bargaining and huckstering of
office-seekers, representatives, and
senators, but ~~shall rest~~ upon
~~test~~ ascertained by examination and probation ~~shall be~~ the
only system ~~by~~ which Representatives, Senators, Members of
the Cabinet, nay, the President
of the United States himself, ~~shall~~
~~be freed~~ from their present

degrading position ~~of laborers~~ as surveyors
~~to~~ a few hundred thousand seekers of office, and give them time
to discharge thoughtfully, carefully, their duties to these fifty
millions of people.
To return to the main subject
It is not too late to pass
some great measure ~~of this kind~~,
appropriating either money,
or the proceeds of public
lands for founding systems
of public ~~instruction~~ education
in the States, which as
yet do not possess such
systems - Let such appropriations of the proceeds of land
or of money be made - Let the
fund be distributed upon the

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basis of illiteracy, as shown by the census. It will thus reach those for whom it was intended. It will form a vast basis for the education of the whole people, white and black.

And, on this basis, private effort, Christian endeavor, with labors and sacrifices of individuals, can build the whole higher education; - and the Christian Church can crown all with moral and religious instruction. - Then may be raised a political objection

But it may be said, This is a matter which will take care of itself. Leave it to

time. With this idea I must take issue. Proper provision for education is not a matter to be left to time + chance. The greatest apostle of the laissez faire system, the system under which government shall do nothing, John Stuart Mill, makes an especial exception as regards provision for public education. This, he declares, is one of those things which demands high and unselfish thought, vast resources, and which makes no appeal to individual interest. It therefore cannot be left to individuals, but must be taken in charge by government. Delay in the matter is dangerous.

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There is danger of the States, which have no adequate system of public education, falling into a listless condition - and then comes the danger of an uneducated populace. Of all governments, an uneducated republic is the worst - It is simply a despotism without responsibility - The worst individual despot can be influenced by public opinion, can be made to feel ashamed, can be made to see his own responsibility

But again, it may be thought even though it be not avowed by a portion of the class already educated, that it is best that the lower class

An uneducated mob never can - It was said of the old absolute monarchy of the Bourbons in France that it was a despotism tempered by epigrams - But what display of wit or wisdom shall temper a mob of uneducated millions? -

But again, there is a social objection - It may be thought, even though it be not avowed by a portion of the class already educated, that it is best that the lower class

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remain in ignorance ~~uneducated~~ - A theory of this kind has always been current among the aristocracy of the old world and is not unheard-of in the new- I insist that no mistake can be more dangerous ~~The objections I have before alluded to as political - This is social~~ In a country like ours, and ~~Is less~~ where we have a vast subordinate class not sufficiently educated to read and understand something of public questions and discussions, is to place a powder magazine beneath your habitations and beneath your institutions- It is making two strata —— the lower a stratum of crass ignorance and vague prejudices which can at any moment be

a new aristocracy

the upper a thin stratum of frivolous and superficial

inflamed by fanaticism, or exploded by unreason- The only hope of society in those States where no sufficient foundations are laid for public instruction is to see to it that all classes are given by education a fair chance to a fair understanding of public questions ~~to distinguish between good and evil~~, and thus to put them out of the reach of fanatics and demagogues-

But, in addition to these objections, which touch the political and social system, there may be raised a moral objection- It may be said that public instruction does not necessarily improve the morality of the

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Not
one shall be awarded to the Student
passing the best exam in Greek -
one to the Student passing the
best exam in Latin - & four
to the Students passing the best exam
in Arithmetic Algebra Plane Geometry
15-5 ans
5 2 2
77 5.0.00

Sec IV. Substitute adopted.

Sec V. Moved that it be conformed
to Art IV.

#R #1
One shall be awarded to the Student
passing the best exam in Greek & Latin
& five to the Student passing the best
Examinations in Arithmetic Algebra & Plane Geometry
required for admission to the other Courses
of instruction

No 1 No 0

Sec IV of Statute relating to
Scholarships & Fellowships
Laid upon the table for future consideration

Sec V. Tabled — as above.

Sec VII. adopted

Sec VIII adopted

Andrew Dickson White Papers, Cornell University

I
Universal Scholarships by Land provided for

University Scholarships and Fellowships.

A Statute Establishing Scholarships and Fellowships in Cornell University.
Passed May 9 1884.

I. There shall be set apart from the ordinary receipts each year into the University Treasury the following sums:

In the fiscal year 1884-5, $1200; 85-6, $[illegible]; 86-7, $[illegible]; 87-5, $[illegible] which shall remain a Capital Sum, the largest sum to be regularly every year appropriated under this statute; the same being the interest of one hundred and fifty-five thousand dollars at five per cent, in accordance with an agreement made at Albany, Nov. 23 1872, between the Board of Trustees on one side, and Ezra Cornell, John McGraw, Henry W. Sage, Hiram Sibley, and Andrew D. White, on the other.

II
Number and Requirements Universal Scholarships

Passed yeas & nays 4/12

II. There shall be established, out of the fund thus created, twenty-four scholarships, six to be awarded each year, each of the value of two hundred dollars per year, and all given to the persons passing the most satisfactory examinations on the subjects required for entrance to the University, as hereinafter provided.

Andrew D. White Papers, Cornell University

II. There shall be established out of the fund ~~this~~ six scholarships, each of the value of two hundred dollars per year, and available to the person receiving it under the conditions and restrictions hereinafter imposed for four years.

XIV

XIA

Fellowships

There shall also be, and is hereby, appropriated the sum of twenty-eight hundred dollars per year for the establishment of seven Fellowships, each of the value of four hundred dollars, each to be awarded for excellence in some one or more branches of study under such arrangements conditions and limitations as may be adopted by the Faculty, subject to the approval of the Executive Committee.

The said fellowships shall be named as follows:

(7) 5 ~~VI~~ The holding of a State Scholarship shall ~~not debar the holder from holding~~ any ~~other~~ Scholarship ~~or Fellowship~~ in this University.

VI. All candidates for admission to the University, whether holding State scholarships or not, are equally eligible as candidates for these scholarships.

XV

VII. All candidates for fellowships must be graduates of this University or of some institution of equal rank, and must be men or women of high character and of marked ability in some important department of study. They may be selected by competitive examination, or by ballot of the General Faculty on presentation by some one or more of the Special Faculties; or some may be selected by the one, and some by the other of these methods, as the Faculty shall deem best.

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XVI

VIII. The term of each fellowship shall be one year; but by a two-thirds vote of the General Faculty, by ballot, the term may be extended to two years. But there shall be, under the present endowment, no more than seven fellowships at any one time.

XVII

IX. Each and every fellowship shall be subject to such general and special rules as to residence and conduct as the Faculty may prescribe with the sanction of the Executive Committee; and, in view of the fact that practical University instruction, or some other form of work in the University administration, will be of use in training said fellows for future usefulness, each shall be liable to render service to the University in instruction, or in conducting examinations, or in secretaries' work to the extent of ~~ten~~ six hours per week. The distribution and assignment

XVIII of this work shall be decided by the Faculty.

X. No person shall hold at one time more than one scholarship or one fellowship; and any scholar or fellow may be dispossessed of the income ~~of the income~~ of his scholarship or fellowship by action of the Faculty, if he shall be guilty of such offence, or if, after due notice, he shall continue in such course of conduct, as in the opinion of the Faculty shall warrant such action. All final action in such cases by the Faculty shall be by ballot, and shall require a two-thirds vote.

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Sage 2 — 12

student who while showing to the Faculty the required acquirements in ~~mathematical~~ geometry, and English grammar, shall pass the best examination in Latin. The examination herein provided for shall be considered as a preliminary examination, and the arrangement for the continuance of the scholarships through the four years shall be the same as that of the University scholarships heretofore provided. The Faculty shall also have the same power over these scholarships as for those. These scholarships shall be known as the Sage scholarships for Women, and to each shall be attached the year when it was awarded. The examinations for them shall be held at the same time as is the examination for the general University scholarships, but the award of the Sage scholarships

Algebra & Geography

must be passed with grades required in Clause 2 of this section

Names

1326

General ~~Statute~~ Sections for all Scholarships

Examinations for all the Scholarships

III. The ~~preliminary~~ examinations provided for in ~~the Statute~~ required in Section II shall be held at the beginning of each University year in September, at such time as the faculty may appoint, and as soon as may be after the regular general examination; ~~but~~ the award for the Sage scholarships for women shall be first made, and after that, the award of the general University scholarships.

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~~20~~
~~10~~

V. In case a vacancy shall at any time arise in these scholarships, it may be filled for the unexpired term from undergraduates of advanced standing, upon such examinations and under such restrictions as the Faculty may determine.

University Scholarships and Fellowships.

The Trustees of Cornell University have set apart, from the money given in 1872 by the Hon. Ezra Cornell, John McGraw, Esq., the Hon. Henry W. Sage, the Hon. Hiram Sibley, and Andrew D. White, a sum amounting to one hundred and fifty-five thousand dollars for the establishment of Scholarships and Fellowships to aid meritorious students, both male and female, in the prosecution of their studies at this University: ~~at the same meeting~~ They also set apart, from the fund contributed by the Hon. Henry W. Sage for the superior education of women, the sum of fifty thousand dollars for the establishment of similar scholarships and fellowships for ~~lady students only~~.

Scholarships.

Pursuant to this action, there will be thrown open to competition by all students,

Andrew Dickson White Papers, Cornell University

called the University Scholarships, and are known separately as the Cornell Scholarship, the H. B. Lord Scholarship, the McIlraw Scholarship, the Sage Scholarship, the Sibley Scholarship, and the President White Scholarship. They are distributed as follows: one to a student whether, gentleman or lady, who is entering the course in Arts; one to the student without regard to sex, who is entering either the Course in Literature, the Course in Philosophy, or the Course in History and Political Science; and the other four to students entering any one of the other recognized four-year courses, without regard to the sex of the student.

The Sage Scholarships are distributed as follows: one to a lady entering the Course in Arts; one to a lady entering either the Course in Literature, the Course in Philosophy, or the Course in History and Political Science; and the other to a lady student entering any one of the other four-year's Courses as printed in the Register.

Of these scholarships, those for the Course in Arts will be awarded to the Scholars, as above indicated, who, while passing all the other Entrance Examinations required of them, satisfactorily, pass the best examination in the Latin and Greek required for admission to that Course.

The Scholarships for those who enter the Course in Literature, Philosophy, or History and Political Science will be awarded to those Scholars as above described, who pass the best examinations required for admission to this Course, provided they pass a good examination in the other English branches required for admission; namely, Geography, English Grammar, including Orthography, and Physiology.

The remaining five scholarships are awarded on the basis of an examination in the mathematics required for admission to the University; namely, Arithmetic, Plane Geometry, and Algebra. Students to receive

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To the Hon. the Regents of the University of the
~~To~~ The Superintendents of Schools,
the School Commissioners, and the Principals
of the High Schools and Academies
of the State of New York:

Gentlemen:

I am directed by the Trustees of the University ~~Permit me~~ to call your attention to a subject which, I have no doubt, will interest you, in common with every other friend of education in this State.

By a special gift of $70,000 from the late Ezra Cornell, and by gifts of $20,000.00 each from four Trustees of Cornell University, the sum of $150,000.00 has become available to this institution and has been invested for the aid of meritorious students of small means.

It has been decided to establish first, five fellowships each to such students in the graduating class as shall show most decided promise in the various lines of study. These fellowships are as follows:

1. The Cornell Fellowship in Agriculture and General Chemistry
2. The Lord Fellowship " " Biology, Comparative Anatomy, Botany
3. The McGraw " " Geology
4. The Sage " " Classical Philology
5. The Sibley " " Mathematics applied to Mechanical and Civil Engineering and Physics
6. The White " " History, Political Economy and International Law

It will be seen that these fellowships yield each an income of $400.00. The person securing one of them may hold it for one year, and in some cases (Specified in the University Statutes) for two years.

Secondly. The Trustees have also decided to establish seven Scholarships, as follows:-

1. The Ezra Cornell Scholarship, to be awarded to Charles Brooks, for general excellence in the studies required for admission to the University.
2. The [illegible]
3. The McGraw " " "
4. The Sage " " "
5. The Schuyler " " "
6. The Sibley " for excellence in Mathematics
7. The White " for excellence in the Latin and Greek Classics.

Each of these scholarships will yield $150.00 a year to the student securing it, and is good for four years, in case the

Andrew D. White Papers. Cornell University

recipient shall not fall below a thoroughly good standard of character & scholarship.

In addition to this, a Loan Fund of ~~moderate size~~ moderate has been established, from which small sums are, under certain conditions, to be loaned on easy terms to students who show a high order of merit, and who are at the same time really in need and worthy of ~~temporary~~ aid.

I would also remind you that, in addition to this direct pecuniary aid, the institution, under its charter, affords free tuition ~~amounting to $90~~ each year for four years to 128 students from each year, the same being given for four years from this State thus offering to the students 512 free scholarships, each of the value of $75 per year - or $300 for the full course. With the improvements and increased Faculty of this institution, it is hoped that a still larger number of faithful and earnest young men of a high degree of talent than heretofore

may be induced to prepare themselves in the various schools for a higher education, and then to fit themselves for a broader and higher sphere of usefulness in the State and nation.

I may add that never has there been so great a demand for the service of our graduates as at present. One fact alone will suffice to show what this demand is as regards those educated in technical courses. At the last Commencement, after securing places for every graduate of the Civil Engineering course, I received three applications for students to fill positions at salaries of $1400, and two of $1200 a year, both of which were utterly unable to supply them. The demand upon us for professors, Assistant Professors, and Teachers, especially in the Western States, is also very great. Any young man who shows the capacity to take by competition one of the Scholarships above named, would naturally be among the candidates most likely to be successful in securing a Fellowship;

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while textbooks are a necessity in such preparation, ~~th~~ subjects should be studied rather than books - It will be observed that while French and German are not as yet absolutely required, the candidate coming with the very moderate amount of either language required for admission here will be at an advantage in competition with any other candidate who has not such preparation - Further suggestions regarding preparation, if needed, can be obtained from the Professors here immediately concerned. Some of them have issued circulars on this subject which will be furnished on application -

Fellowships:

The Fellowships are seven in number each of the value of the Susquehanna Collegiate Institute four hundred dollars a year. They are awarded to graduates of this and other Universities, - their purpose being to

give those who have shown marked ability in some department of study an opportunity to fit themselves for posts of honor and usefulness by post-graduate study - While these do not bear so immediately upon the preliminary instruction in the schools of the State as do the scholarships, they cannot fail to be of great influence indirectly - Since those doing well in the Scholarships are likely to become the best fitted for fellowships.

State Scholarships:

Permit me also to call your attention to the 512 State scholarships open to young men and women in this State under our charter - It will be seen by reference to the University Register which will be sent you that one of these is open each year by competitive examination in each assembly district - The proper school authorities of each district are bound on

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application to hold a competitive examination for this purpose, and the successful competitor receives a scholarship giving him all instruction fees for four years, which is equal to $75.00 a year or for the entire University course, $300.00. It will thus be observed that a person taking one of the University scholarships and one of the State scholarships will receive during his college course a sum equal to $1100.00.

Additional Free Scholarships.

From the beginning of the University the policy has been pursued here, in cases where students entering college show that their circumstances absolutely required it or that they were obliged to support themselves entirely by their own labor, of remitting

(7)

matriculation fee during the course, teaching the notes of the students thus favored, said notes to be paid as soon after graduation as their circumstances will allow. In this way a large number of young men and women who have since become useful, members of society, and of great promise in various professions have been enabled to go through their University courses. But such a favor is only extended to those who can show absolute proof to the committee having the matter in charge that their circumstances absolutely demand it.

There is in the keeping of a committee which meets from time to time at the University, a moderate sum of money from which small loans are made to really needy and thoroughly meritorious students. Such loans are never made in amounts large enough to cover all expenses, but in sums sufficient to supplement what an active, energetic

Andrew Carnegie Papers, Carnegie Library

young man can obtain from his own labor or from friends. For such loans notes are taken and they are considered as debts of honor to be paid by the recipient as soon after leaving the University as his or her circumstances will permit. Thus an accumulating fund is produced of use in aiding future generations of students. Any person applying for aid under this fund should be able to show (1) thoroughly good character, and (2) that neither he nor his family are at all able to educate him [or her], and (3) that he [or she] is a student of more than ordinary promise as regards ability and energy.

Employment: While the University has done and is doing much to give employment to deserving & meritorious students it cannot promise employment to all those who desire to earn their living while carrying on their

studies. The comparatively few places it has to offer are generally in the hands of older students, and therefore not available as a rule at once to new-comers. The following advice derived from the observations of several years at this and other institutions is offered to young persons of limited means who desire an education:

"1. If possible, learn a good trade or
"art before coming to the University.
"Your chance for work will be greatly
"increased and you can get better wages.
"2. Bring some money with you, $50.00
"or $100.00, on which to live until you
"find work.
"3. If you want work, you must look
"for it; it will not come to you at
"first. You will have to be active,
"resolute, and enterprising.
"4. If you have to pay your way

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"through the University, resolve to take time enough to do it well without ruining your health. It is not essential that you be graduates with written four years from the time of entering, or with any particular class.

In addition to this it may be stated that at the University printing house on our University grounds a considerable number of the best students we have ever had have supported themselves fully or mainly by type-setting. This resource is at present in abeyance, but while no promise at present can be made regarding it, it is hoped that the new printing office and stereotype foundry now in process of erection will enable us another year to reorganize the printing office on a better and longer basis, ~~than before~~, and so to afford to young men and women who have learned type setting one of the best possible means

of self-support. Definite information on this point cannot be given at present.

Aid from Prizes:

The amount of money at the disposal of the Faculty for premiums on special excellence is at present not large, yet it offers to students of decided promise some opportunity for additional aid. Prizes are at present as follows:

The Woodford prize of $100.00 to the best oration as regards composition and delivery by a member of the Senior class.

The Sibley prizes amounting in all to $100.00 a year for excellence in the department of mechanical engineering.

The Horace K. White veterinary prizes amounting to $30.00 a year for excellence in the veterinary studies mainly of the

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agricultural course. Prizes are occasionally given for excellence in other studies by individuals, but none are as yet announced for the coming year.

Conclusion

In view of these efforts to extend opportunities for higher education to many who have heretofore been debarred from it, the Trustees and Faculty believe that they may rely upon the hearty coöperation of all who are interested in advanced education and in the future of energetic and talented young men throughout the State, and they especially ask your aid in extending a knowledge of the special advantages herein referred to. I enclose a copy of the University statute as recently amended, together with a list of the successful candidates for scholarships and fellowships in the competition of the present year and remain

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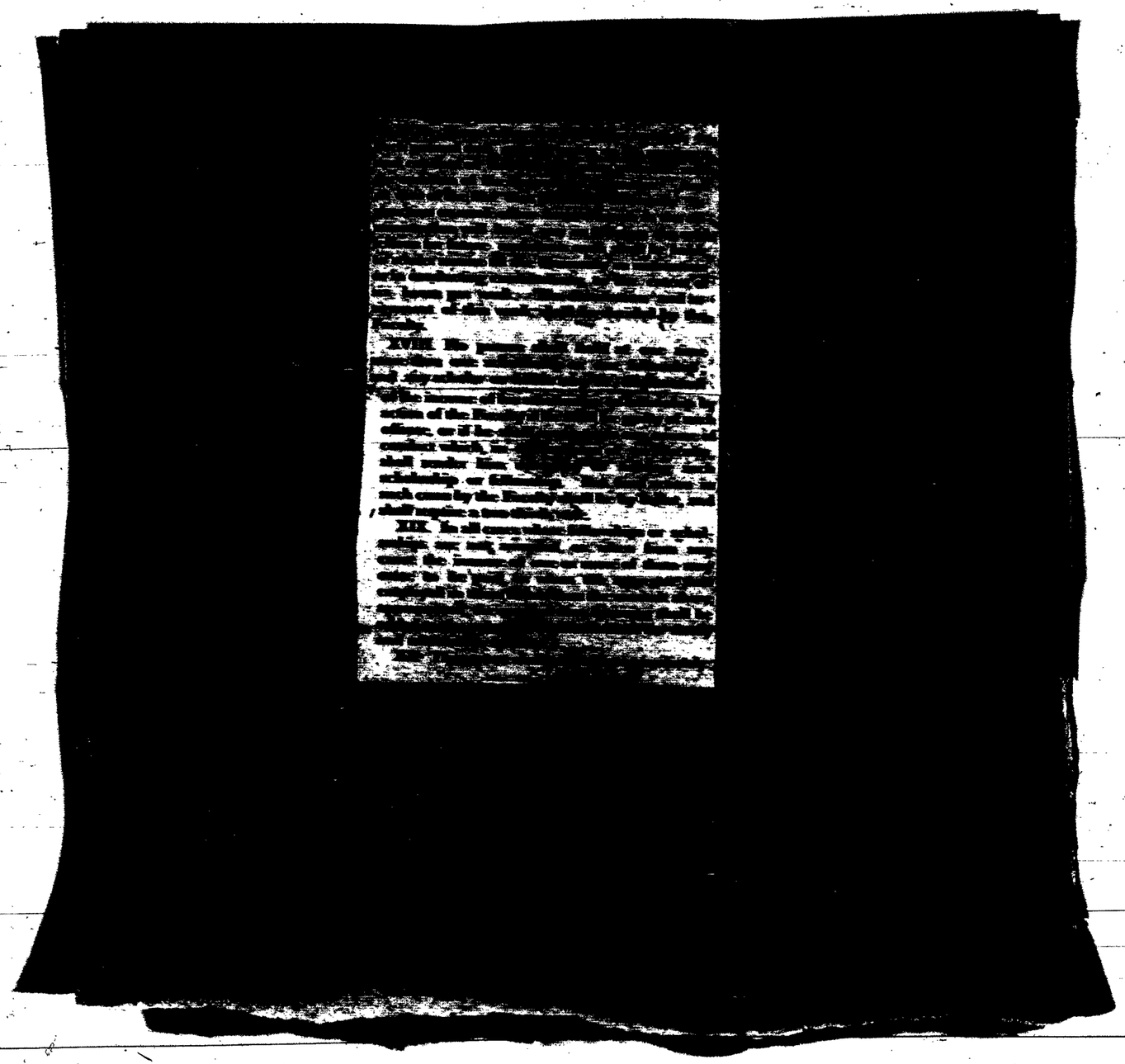

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Fellows for 1884-85.

The Cornell Fellowship.
Charles Smith Fraser, B.S. Natural History.

The McGraw Fellowship.
Frank Sherman Washburn, B.C.E. Civil Engineering.

The Sage Fellowship.
Harriet Elizabeth Protheroe, B.S. Botany and Entomology.

The Schuyler Fellowship.
James Gilbert White, A.B. (Penn. State College) (Engineering) Electrical

The Sibley Fellowship.
Edward Charles Murphy, B.C.E. Mathematics.

The Goldwin Smith Fellowship.
Ernest Emory Russell, Ph.B. History and Pol.

The President White Fellowship.
Andrew Curtis White, A.B. (Hamilton College) Classical Ph

Cornell University

Scholarships for 1884-88.

Sage Scholarships for Lady Students

Gertrude Gladys Fauca, Course in Arts.
Skaneateles Union School
F. C. Whitley, A.B., Principal.

Lottie Irene Earll, Course in Arts
Syracuse High School.
P. A. Bacon, A.B., Ph.D., Principal.

Mary Anna Widman, Course in Science and Letters.
Freeport, Ill., High School.
A. W. Greene, B.C.E., Principal.

University Scholarships.

The Cornell Scholarship.
Lyman Austin Best, Course in Civil Engineering.
Hornell Free Academy, Hornellsville.
D. L. Freborn, Principal.

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[redacted]

XI.[2] Of the University scholarships aforesaid, one in each year shall be awarded to the student passing the best examination in the studies required for admission to the course in Arts; one to the student passing the best examination in the studies required for admission to the courses in Literature, Philosophy, ~~& History and Political Science~~; two to the students passing the best examination in the studies required for admission to the courses in Science, in Science & Letters, Mathematics, Chemistry & Physics, in Analytical Chemistry, ~~in Civil~~ Engineering, for admission to the course in Natural History and to the Preparatory [redacted] and one to the student passing such examination in the studies required for admission to the course in Agriculture, Civil Engineering, Electrical [redacted] of the Mechanic Arts.

~~Physiology and Political Science~~, who, while passing satisfactorily in the other studies required for admission to ~~these courses~~ shall pass the best entrance examination in Latin, algebra, and geometry; and ~~the~~ them to lady students seeking admission to any other of the courses of study in this University, who, while passing satisfactorily in the other studies required for admission to these courses, shall pass the best examination in arithmetic, algebra, and geometry. ~~The~~ scholarships shall be known as the 'Sage ~~Scholarships for Women~~' and to the ~~recipient~~ of each shall be attached the honor in which it was awarded and the ~~privilege~~ of instruction of the Sage lectures.

~~Sage Lectures~~

in the University shall be furthered by such arrangement.

~~Of these scholarships, four~~ in each year shall be awarded to the students passing the best examinations in algebra, geometry, and English grammar, and two to those who, while maintaining a high standing in mathematics required for entrance, shall pass the best examination in the Latin and ~~Greek~~ required for admission to the courses in arts.

for entrance, namely, in arithmetic, algebra, and Geometry. But of the preparatory studies above named neither French nor German shall be absolutely required of a candidate, though in any case where two candidates are of equal merit in other respects the one passing the entrance examination in French or German shall have the preference.

Proposed Amendment to Section V.

Insert after the words, "These scholarships shall be confined to lady students entering the University," and before the words, "These scholarships shall be known as the Sage Scholarships for Women," the following:

One of them shall be awarded to the lady student who, while passing satisfactorily in the other studies required for entrance to the Course in Arts, as required by Section IV, shall pass the best examination in Greek and Latin; and two to lady students entering ~~any course~~ in the University who, while passing satisfactorily in the other studies required for admission to that course, and especially in English Grammar, shall pass the best entrance examination in the mathematics required for entering that course. But of the preparatory studies above named, neither French or German shall

[Print

IV

No one of these Scholarships shall be awarded to a student who has not passed satisfactory the entrance Examinations required of all students for admission to the University, ~~Subject to the conditions~~

Subject to the conditions

If two Scholarships are awarded in the same year, they shall be assigned to the students who pass the best examination in the Latin & Greek languages for admission to Coll Course. The next two in order of merit shall be assigned to the students who pass the best examination in Latin, French or German in any two of these Languages is required for admission. To all who pass the best examination in the two languages when two are required, & to those who pass the best examination in the language when only one is required
~~best examinations in the languages~~ in that language as the alternative required for admission

The Chas Sage Scholarships for
women shall be distributed to the
three groups shown described one to
each of some Texas institutions
by the University Scholarships

Men & women Students who
are entering at Commencement in
Company is required for admission
to the Students who shall pass the
best examination in the English
Grammar including orthography & the
proper use of the English language &
in the Arithmetic, Geometry & Algebra
required for admission to the course
shall within the limits there assigned
be entitled to Scholarships annually & Diploma
Course requiring four years for completion
according to the result of the examin-
ations, which shall have been held
at the Institution

In case no student shall be
found to come up to the standard which
the Faculty may consider a proper one
for awarding the scholarships of the
second group specified above, the
Scholarships that would be assigned to
them may be assigned on any other
basis at the discretion of the Faculty.

[redacted]

...al Instruction in the Course of ...
...Science at Cornell Univers...

The theory and practice of hist...
instruction in Cornell University may ...
stated as follows:

1. The basis of historical study among ...
University students is to be found in the necessities ...
their general development as men and of ...
special development as citizens preparing ...
for positions of influence among the ...
engaging activities of their land and time.

[redacted]

...ould be a course extending through four years ...
...undertaken, the first step is to enable the ...
...student to secure adequate general ...
...knowledge of the facts in the ...
...development of man and of ...
...institutions which tend alike in solving ...
...the problems and in the evolution of both ...
...time as regards ...
...of the present.

[redacted]

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5. As to methods of teaching, it is taken for granted that the student must be directly interested in his work, ~~and~~ that he is not to be considered a passive recipient of facts and ideas flung at him by his instructors. Efforts are constantly made to trace back important events and institutions through the various stages of their development and to make suggestive comparisons between different phases of progress in the same nation and between similar phases in different nations. In general modern history and in American history, while pains is taken to present the framework and connections historically, the filling in is largely biographical. It is believed that in this way history is thus more surely made living and real, that the development of principles and events is more firmly planted into the thinking of students, and that the ethical content of events may be grasped as it can no be in any other way.

Frank

6. The importance of leading the student to make individual investigation into original sources is fully recognized; but it is felt that such special investigations are likely to be narrow and poor, - in fact, to be simply those of an young attorney's Clerk preparing a case, unless there has been some large preliminary study of human events and some good philosophical conception of the values and relations of these; that to promote special investigation among young men not matured by broad historical studies and by thought upon these is simply to train up annalists or historical special pleaders. To guard against this danger it is thought best to advise, first, that such individual investigations be made as a rule in the latter years of the course, and secondly, that they be made upon points of permanent and direct interest in the history with which American citizens have most directly to do;

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Standard

and
of New York, his constant labor ~~and care~~
to make the educational facilities afforded
at this institution valuable to all, ~~and that~~
~~he has also manifested a warm interest in~~ ~~giving~~ generous pecuniary aid which he has extended to
needy and meritorious students of both sexes,
and
— all done so quietly that his nearest
neighbors and friends have been unaware
of them, — the injustice of the statement above
referred to will be all the more evident. The
public or I have allowed its sincerity. I
~~in a more very earnest in his ideas of duty,~~
but perhaps the trait in his character which
I have most wondered at is the fact that
despite misrepresentation, opposition, and
faultfinding by persons only partially
acquainted with his plans, he has persevered
in spite of them with calmness and
constant to some temporary obloquy. This
would seem impossible did not the fact that the time will come when
he will be recognized as one of the great
benefactors of this State. Were I at liberty
I could add statements regarding his
contributions and plans for the education
of young men which would at once lead

Standard

to a very vigorous reaction in his favor.
But he is the last man to care for anything
like public applause. He has accustomed himself
of the kind. He has accustomed himself
to look above mere temporary present
applause and the ordinary rewards of
honorable conduct. In all the matters
referred to, while there has been, and in the
nature of things there must be between us
occasionally
some differences in opinion, I feel obliged
to bear testimony to the fact of the largeness,
purity, and disinterestedness of his motives. and his
conduct. That he is infallible in his
conclusions he would be the last to claim,
but that his purposes are noble and upright
no one who knows him can doubt for a
moment.

I remain
Very respectfully yours,

Ithaca, Sept 2, 1884.

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Slogan

(2)

He has within a few years built one of the most attractive and comfortable houses in this part of the State — a large edifice of stone — altogether more satisfactorily situated & better adapted to his needs than the Fiske house could be. His son referred to in your article could not come to Ithaca if he would and would not if he could. For Business interests on a large scale absolutely oblige him to live during a part of the year at Brooklyn and part the year at Albany. He has never had the slightest intention of coming to Ithaca to live, and if he had he himself has stated that nothing would induce him to purchase the house referred to. As to any effort to secure the place for himself, I may state that any one who knows Mr. Sage knows that he means what he says, and that I have heard him say more than once that he would not take the Fiske mansion as a gift, that he would not live in it at any price, and that as regards his son the views of his

The Andrew Dickson White Papers, Cornell University

[First draft]

To the Editor of the Husbandman:

As a rule ~~it is hardly worth whole to answer anonymous~~ communications, but the letter of "Enquirer" in your last number, containing as it does a multitude of gross mis-statements regarding Cornell University and myself, seems entitled to be regarded as an exception to the rule.

I note the following points:

1. "Enquirer" has known young men and young women to enter Cornell with well settled views of Christian duty, and to graduate as agnostics, deists, and atheists."

in the country. This is a fact perfectly well known among all conversant with colleges and universities. On the other hand it is also ~~no doubt~~ true that a much larger number of young men who have entered Cornell University with loose views of religious and moral duty have had their views strengthened and have come out enlightened Christian men. The remarks of the Rev. Dr. Van De Water, one of the most eminent pastors of Brooklyn, recently in regard to the helpful influence of Cornell upon him show this very clearly. The "atmosphere" of the University which is referred to as an atmosphere in which men have been taught to seek absolutely for

truth with the certainty that such search if earnestly made could not effect an enlightened Christianity unfavorably. Dr. Van De Water in his speech declared that under Providence nothing had been more fortunate for him than this characteristic of Cornell, since he had learned at this University what ideas he was to meet in this world.

As to daily religious exercises at Cornell, they were relinquished on two accounts: first, because it was found that as almost all the students reside in town at a distance from the University it was difficult to get the required space of time for the morning exercises. But when they

were discontinued a substitute was made for them worth vastly more than the original exercises. Owing to my suggestion the Sage preachership was established which is, I believe, the most effective means of bringing Christian truth home to young men as yet established in any University in the United States. On every Sunday of the first and third terms of the University year the pulpit is held by some distinguished representative of the Christian faith belonging to some one of the Christian denominations, and while students are not forced to come they have been invited and encouraged to come by the President and others, and the influences thus exerted has

been most happy.

As to the Young Mens' Christian Association, it is sufficient to say that the beautiful hall with all its equipment in which the Association meets was my own gift, that I have steadily advised students to join it and have brought students entering the institution into relations with it by advice and otherwise. That I have not attended its meetings is due partly to the fact that I have thought it wiser to leave the matter entirely to the guidance of students and partly to causes with which my own conscience has to deal and for which it is responsible.

The statement in regard to the

Liberal League is grossly untrue. President White was not in this country when it was organized, never belonged to it, & never had anything to do with it directly or indirectly. As to the Professor of Agriculture, he not only had nothing to do with it but is known to be an earnest member of an orthodox Christian church. The Liberal League it is understood has been dead for three years. Vice President Russel who is mentioned has not been a member of the faculty for over three years past. It is also untrue that it was forbidden by the Executive Committee. The Executive Committee never took any action regarding it whatever. It is also untrue

and never will attempt to dictate any views whatever.

"Enquirer" asks, "In selecting the faculty of Cornell did Mr. White intend to secure teachers who were and are anti-Christian?" The simple answer is that Mr. White obeyed the charter of the institution, asking no questions regarding the religious connection of the faculty; and that so far from teachers being anti-Christian the great majority are earnest and devoted Christian men, and none, so far as the President knows, can be fairly stigmatized as anti-Christian.

So much in the way of a simple answer to the direct or indirect misstatements made

by "Enquirer". Now let me say that I have no special cause to lament this very gross general and personal attack. So far as I am myself personally concerned my sympathies are with earnest Christian men and earnest Christian work, but not at all with purely sectarian work. So far as the University is concerned, our experience has taught us to expect attacks of this kind in every period of prosperity, and it has also taught us that such attacks so far from weakening us have strengthened the allegiance to us of our alumni and of the country at large.

Provision for Religious Instruction at Cornell University

Box 196

To the Editor of the Husbandman.

Sir: As a rule, anonymous attacks are best left unanswered, but the letter of "Enquirer" in your last issue contains so many gross misstatements regarding an institution which ought to be cherished by every right thinking man and woman in the State, that it seems entitled to be considered an exception to the rule.

1. The fundamental theory of the letter that the influences of Cornell University is un-Christian or anti-Christian is utterly untrue. While under its charter as a State institution the University cannot be sectarian it has been and is an

(14)

dangerous enemies of Christianity
in colleges are those who persist
in trying to make students believe
that the evolution theory is
un-Christian and therefore that
Christianity and Science are dis-
proved by it. Again, "Enquirer" says, "I
have yet to learn that one word
of instruction in the evidences
of the Christian religion has ever
been given in that institution,
except such as is imparted by
about twenty sermons during
the college year." As a
matter of fact there are forty
sermons, and there has been
from the first organization
of the University a regular
course of lectures every year
a Professorship
by an eminent minister of the
Gospel, in which the evidences

(15)

of Christianity have been shown
in the philosophy of history.
I may also name as a fact
which may soothe "Enquirer's"
fears that the University has
just received a pledge of
fifty thousand dollars for the
establishment of a professorship
of Christian ethics, and that the
President of the University is
in correspondence with some
of the most eminent divines in
the country regarding the choice
of a professor. ¶

9. "Enquirer" says, "I do
not propose to allow Mr. White
to dictate to me what views my
children shall entertain of religion."
O shade of brave words! But Mr.

(16)

While has never dictated to
"Enquirer" or any other person on
Every Sunday at Cascadilla during the term,
this or any other subject, he has,
in his annual address to the
students and on all other suitable
occasions, urged the students
to develope the religious side
of their natures, has dwelt
upon the paramount importance
of this, has urged them to attend
and profit by the Chapel exercises
and has himself set the example
by being present whenever he
has been in Ithaca at every
service except two during the entire
eight years since the sermons
were established. ~~Except two~~
~~when he was kept at home on~~
~~accounts of illness~~.

[illegible] ¶

And finally a very great piece of misrepresentation is the [illegible] made of an extract from the pamphlet entitled "Concordia Cyclopedia" [illegible] what it is not. [illegible]

Let me make one citation. I will name another: "The University is a Christian institution. It is not sectarian. It is owned by the general government and its position from the State [illegible] is entirely free from sectarian [illegible] and its beliefs [illegible]

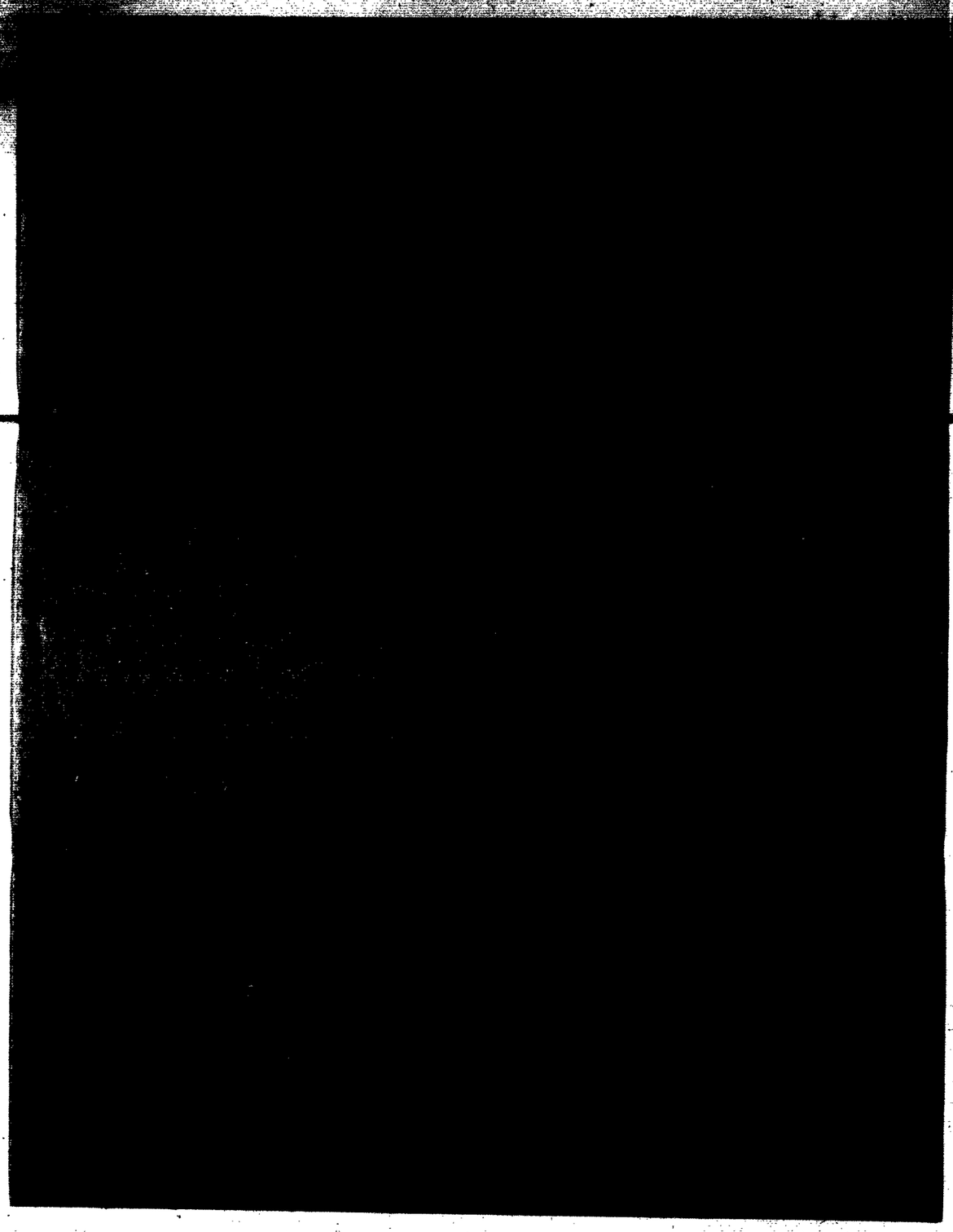
[illegible] speech, emphasizing [illegible] or denomination. [illegible] helped and trained that strong young man, thoroughly equipped, will go forth from their halls to do battle for truth and right in the Christian ministry or in other professions; but its object is not to give an institution for any one denomination exclusively. Young men should remember that [illegible]

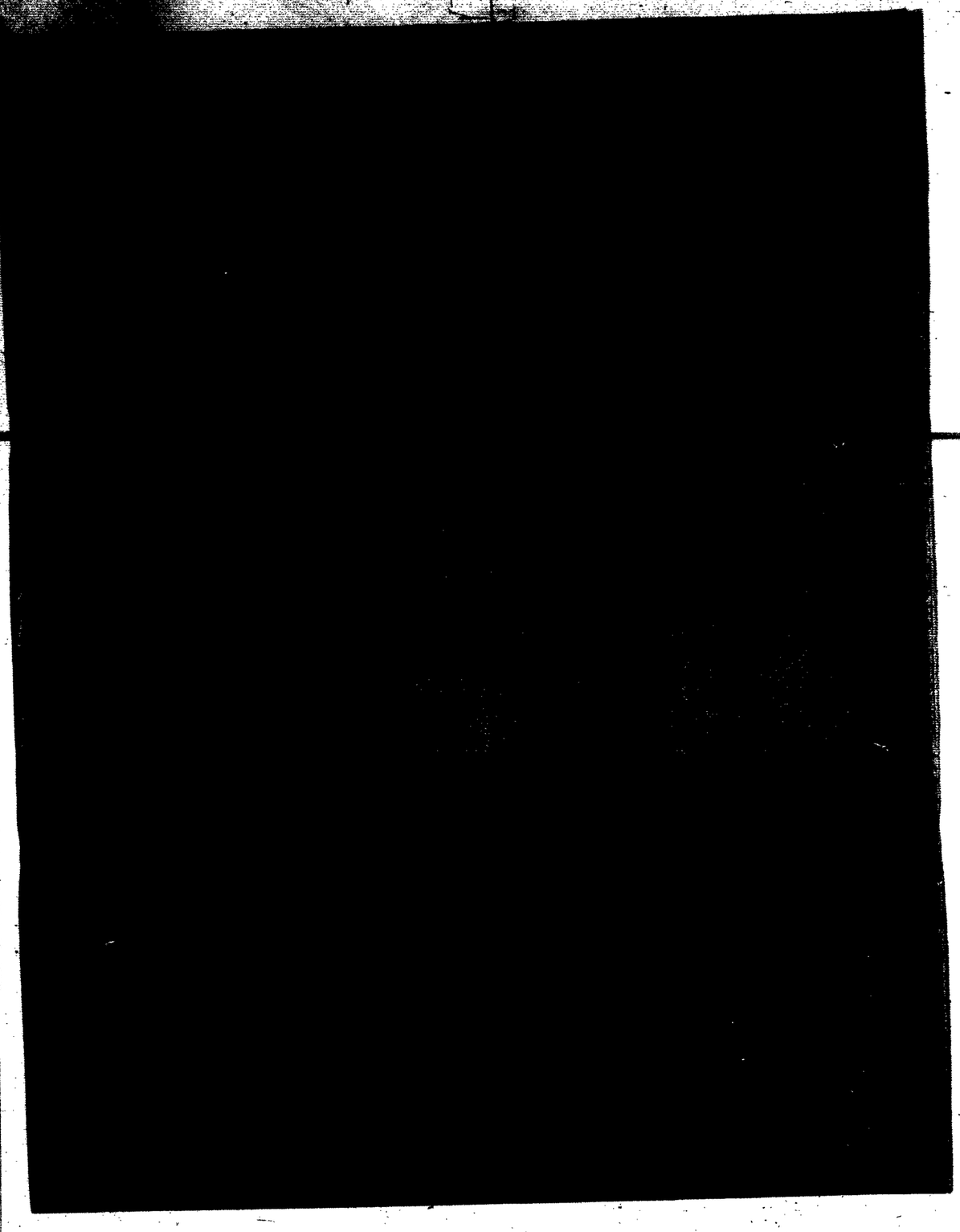
not difficult to the new situations, nor should the reasonings of persons wedded to the old system, nor the representations of persons having local or personal prejudices, nor the statements in anonymous communications to newspapers [illegible] be received as final authority."

I might say much more, but I will conclude by [illegible] [illegible] Christian citizenship, [illegible] Christian citizen in the interest of [illegible] Christian citizen maintains [illegible] is wrong. It always has been an institution managed by [illegible] Christian, under the [illegible]

[redacted]

[redacted]





Remarks of Andrew Dickson White, President of Cornell University, at the annual meeting of the Board of Trustees, June 17, 1885, upon the unanimous request of the Board that he should present to them his views regarding the choice of his successor in the presidency of the said University.

My dear and honored friends and colleagues:

Among all the evidences of kindness and appreciation with which you have overwhelmed me ~~at this meeting~~ there is none which appeals to me more strongly than the request that I address you regarding the choice of my successor in the presidency of the University. This request is a special honor. Compliance with ~~this request is a~~ solemn duty; and my effort in everything that I shall say will be to ~~repress~~ the working of my own mind in reaching ~~any~~ conclusions ~~as which I may have erred~~. I shall attempt to present the problem as I understand it, various solutions that have occurred to others and myself, and finally that which seems to me most in accordance with the necessities & interests of the University. You will easily understand that this question does not come upon me as a new question. My resignation has long been in contemplation, a ~~matter of frequent thought~~ ~~and of course the chief question in my mind~~ has been ~~on what lines~~ shall the University be left: ~~the two questions have always been present in my mind~~ ~~You will easily understand~~ and that a man could hardly devote his labor, thought, ambitions, and aspirations during more than twenty years to an institution like this and not feel very deeply as to the question, to whom are to be committed the results of everything thus far secured. In presenting my conclusions my constant effort shall be to keep out of my mind all personal feelings, to avoid all exaggerations of every sort and in the simple clear light of truth to pursue the actual matter. As far as is natural I shall endeavor that my own judgment in reaching my present conclusions ~~shall~~ ~~in pursuing the problem~~ shall not be influenced by personal considerations, that those solutions which seem most in accordance with the final interests of the University,

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the University after over twenty years of your labor now stands strong and successful, - among the very first in the nation as regards endowment, faculty, equipment, number of students, and adaptation of its courses to public needs. Whom shall you choose as President to advise, to execute, to deal with the trustees, faculty, alumni, students, other institutions of learning, the State, and the public at large in such a manner as to consolidate what has been gained and to build wisely upon the foundations already laid? It is indeed a momentous question.

Many qualities are desirable in such a place, - qualities which have never been united in any one man and probably never will be. But we have the right at least to demand in any one who shall take this work, high personal character, thorough scholarship, experience in solving problems similar to our own, knowledge

of the various systems of University instruction, at which the world has arrived, and good executive ability.

It is also highly desirable that the person chosen, no matter what changes he shall see fit to advise, shall make no breach in the proper continuity as regards the ideas upon which the University is founded or the general plan which has thus far been carried out successfully.

Various names have been suggested, - all of them highly honored. There is not one among them whom I should not feel proud to see named for the position. But it is clear that in several of these cases enthusiasm has outrun sober judgment.

[President White went on to develop this subject more fully, and then said:]

I have now dispassionately and calmly stated the reasons why I have not thought it wise, why I do not think it wise that the

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University should tender its presidency to any of the other gentlemen named, and I would now propose the name of one toward whom my mind has been turning for some years as the one who could probably carry on and develop our work here more successfully than any other person who would be willing to accept a position here. That gentleman is Professor Charles Kendall Adams, LL.D., of the State University of Michigan. I have known him since he was a student in that University. I have watched his career then in that institution as an instructor, as a professor and lecturer within the University walls and outside of them, and as an author most highly respected by the more thoughtful readers in his department at home and abroad.

First, as a man: From my own personal knowledge and from confidential letters from the very highest authority open entitled to the highest credit who have known him for over a quarter of a century,

I am enabled to vouch for him as a man of the highest character, a man of noble purposes and of will to make them effective, a man who instinctively takes the side of truth as he sees it against error, of justice against injustice, of right against wrong, of rational progress against stupid acquiescence contempt with what he happens to find to be established, but with no wild belief that what is established is necessarily false and what is new is necessarily true.

Then as a scholar. In the next place, as regards scholarly attainment and man who knows the work from the Genius of them whose judgment must be considered final. I know him to be fully worthy opinion of the highest honor to win the respect of those with whom he has to do for his attainment and power of thought. This Professor Adams has already done in the sphere in which he has moved, and in this new and larger sphere will, I fully believe, do in a yet larger degree. As regards his researches in his chosen department

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of history, they have been large and fruitful. I submit evidences than which I think nothing could be more convincing. They are criticisms of some of the highest authorities recognized in this country and in England. His articles in the North American Review on historical subjects first attracted general attention to him. When these were brought together in his volume entitled "Democracy and Monarchy" in France it received the highest praise from the most competent critics. No book of its kind in the last thirty years has been better received; few have been received so well. It was a large, just, acute, indeed I may say, statesmanlike treatment of the greatest questions arising in the history of modern times. The book not only received the highest praise of American & English critics, it was translated in Germany and there received similar commendations of

Send God & his mercy all of them I have called and I trust that you will join them

various articles in standard Reviews did him great credit, though of course they did not give him the popular reputation which would come by a single well drawn love story in a popular magazine.

His next main work was his "Manual of Historical Literature". That too is a great work. Those judge it very superficially indeed who think it but a compilation. It ranges over the whole field of modern historical literature and gives brief but cogent discussions of each important work. It involved enormous labor. But it was not labor of compilation; it was labor in judging, in comparing, and in thinking. Like every first book on so vast a subject a second edition, and doubtless a twentieth edition, will be necessary to give it completeness at every point of the enormous field that it covers. But it

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none the less reveals the very highest scholarly qualities. This too is not a book which those who feed on magazines and newspapers or even on Reviews are likely to know much about. Nor is it a book which professional librarians are likely to know much about; and for the simple reason that it is not a compilation. It is not bibliography; it is philosophical investigation and philosophical statement in the highest sense and appeals to a comparatively small number of men. Nor, indeed, would it be wonderful if he is not known to scholars in another range and by men whose activity is mainly or entirely in a different field of work, but that the thoughtful historians of modern times know him is proved by the documents which I have the honor to submit.

An additional work of Mr. Adams

may be found in his contributions to the London Contemporary Review. The standing of that periodical is doubtless known to all present. Mr. Adams was deliberately selected, no doubt after careful investigation as the American best qualified to discharge the duty, to write a series of articles upon the present condition of the United States, a series of articles including discussions of the condition and policy of all the great modern nations, historical and prepared by the foremost men in those nations. The mere fact that he was chosen to this work is a great testimony in his favor. The fact that he did it thoroughly well is additional testimony.

A more recent work which none of his friends would claim to be of the same honor with the works already named, but a book of real value, is his recently published book on English Orators.

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plagiarisms in the work. The charges were two. First, that Professor Adams had made some citations from a French writer, which had been made by Buckle in his History of Civilization. The simple fact was, as Professor Adams quickly showed, that Buckle had made a certain number of citations and that Professor Adams had made a larger number, that some of these were the same. But had the writer of the article had the most ordinary critical knowledge he would have discovered a complete refutation of his statements in the fact that the citations made by Professor Adams were from an entirely different edition of the author referred to and therefore could not have been taken at second hand from Buckle. The second main charge was that the title of the book was a plagiarism. The title of the work was "Democracy and Monarchy in France". Mr. Henry Reeve

had published in England several years before a book under the title of "Royalty and Republicanism in France." It was not claimed that the point of view was the same, the period covered the same or that the same conclusions were arrived at. The difference between the two books was world wide. All that was claimed was that the words "Democracy and Monarchy in France" were a plagiarism upon the words "Royalty and Republicanism in France." As if Professor Adams had he chosen might not have written upon the identical subject upon which Mr. Reeve wrote and called his book "Royalty and Republicanism in France" without incurring the slightest charge of plagiarism. According to this doctrine of plagiarism every writer on geometry since Euclid has been a plagiarist by virtue of the subject on which he has written. Every historian of France has been a plagiarist since Father Every man who has written a book of travels in France, certainly since Arthur

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subject enables me to say that it was by far the best modern treatise of the kind. It showed great depth of research, great extent of knowledge, real powers of thought; yet I had never heard of the author's name. Nor do I suppose that one man in a hundred of college professors throughout the Eastern States had heard of him. I immediately wrote to his publishers, and I found that this gentleman was a resident of a little western town, but that at present he was holding a position as minister plenipotentiary to one of the South American Republics. I do not recall at this moment any professor of history in any eastern University who has contributed anything to the general subject superior to this little book.

I trust this digression will be pardoned as an illustration of the general principle involved in the choice

of any man in whom scholarship is a qualification.

In addition to his ability as a lecturer, Mr. Adams has shown readiness to adopt, skill in modifying, vigor in carrying out the most approved modern plans and appliances for instruction. Having studied in leading institutions in France and Germany after his graduation at the University of Michigan he has kept abreast of the best methods which the Universities of the old world have adopted. To no man more than to him is the adaptation of one of the most admirable means of instruction, the Seminary or conference system, to be attributed. The work that he has elicited from his students in this manner has done great credit to him and to them. Some of it has been judged worthy of publication by the American Historical Society; all of

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men in so many of our larger Eastern universities. He has faith in the future, he has firm convictions, but is tolerant and indeed receptive as regards the views of other men.

There is still another point which has influenced me in arriving at this conclusion and to my mind it is a point of very great practical importance. The great problem on which Professor Adams has been at work for ten or fifteen years at the University of Michigan is entirely similar to that which is to be solved here. The conditions of the problem are very largely the same in both cases. The men who have brought the University of Michigan up to its present position, and among the foremost of them Professor Adams must certainly be named, have had to take account of its connection with the State, of its duties to the whole State and to various

representative industries and professions. They have had to be on their guard against popular misconception, they have had to educate the people of Michigan, and they have so educated them up to an idea of the real value of the University in the true sense of the word. They have had to justify the confidence of the State by work upon the State, upon its whole system of education. They have had to meet the same charges which we have had to meet, on account of the fact, the same in both cases, that the connection with the State forbids any sectarian or partisan connection. This is the school in which Dr. Adams has been trained. This is the problem which he has aided powerfully in solving and it is exactly the problem which has confronted us and is to confront us here. He does not come to a

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new work. It is a continuation of the work on which he has already been engaged. He has been not merely a scholar, but he has been accustomed to deal with men there; he will be expected should he come here to maintain himself as a scholar and to deal with men as men, — this part his guarantee in this respect for his future.

It may be said that he is not yet widely known. I have shown that he is widely known in his chosen field and he is certainly widely known in this great board. I think that when we get to the bottom of it we shall find that he is known to as many thinking men whose judgment would have great weight with us in a matter of this kind as are even any of the most honored among those who have been mentioned with reference to the position

Let us look for a moment into this question of notoriety or reputation. How many of those present know anything of some of the most honored and successful University presidents the greater institutions of the country have seen? How many know anything of President James Walker of Harvard, of Cornelius C. Felton, than whom no presidents of that institution have been more honored. Not many years ago there was a very renowned President of the University of Vermont, a man who exercised a great influence upon the thought of his time, who gave a great impulse to that institution, to which students men made pilgrimages from various parts of the country. How many present can even tell me his name? The most successful and influential president of the greatest of the Western Universities within the

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last thirty years, a man who made an exceedingly deep impress upon thought regarding university education throughout the whole West and indeed in the East, the president, I say, of the leading University of the west, how many here can give his name? I recall the fact that when I was fitting for Yale College, although a young man of a studious turn, I feel sure that neither my schoolmates nor myself, nor indeed I may say, one person in a hundred of the inhabitants of the city in central New York in which I resided could have told the name of the president of Yale College, or if his name had been given would have coupled it with the presidency of Yale College. And yet that man was the venerated and beloved Theodore Dwight Woolsey; we had heard, indeed, of the men and women who wrote love stories in Graham's

Magazine and Godey's Ladies' Book. We knew something of the men who were at that moment agitating State and national politics, but not one of us I think could have given the name of any president of either of the greater New England Universities.

When Johns Hopkins University deliberately looked over this whole land and chose a man into whose hands they could give that great corporation, a man who has since achieved a wonderful success — how many here knew Daniel Coit Gilman? Some by name? A few of us knew him and recommended him. His success is rapidly becoming a matter of American history. When Charles W. Eliot was chosen president of Harvard University, beginning perhaps the greatest purely administrative success that anyone has ever achieved in an American institution of learning,

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who in the country viewed him outside of the small body of men who were firmly convinced that in character and ability he was the man needed? And may I be pardoned for saying that certainly from any point of view a most hazardous thing was done when the affairs of this University something over twenty years ago were put into my own hands, and when seventeen years ago I was chosen its president. Reputation in the country at large neither Dr. Seilman, nor Dr. Eliot nor myself had. Only a very shallow man will see any evidence of egotism in this at a moment like this and under responsibilities like those at this hour. There is far greater reason for expecting that what this University needs of Charles Kendall Adams than there was for Johns Hopkins or Harvard University or Cornell University when they called those who are holding their presidencies at this moment.

If it be still insisted that Dr. Adams has not made a reputation, I answer that a position like this would give him an opportunity to do this. I fully believe that he would rise to it as he has to every other position to which he has been advanced. There were not wanting those who bitterly opposed his election to a professorship at the University of Michigan and who never came out of their error until the success of his work was absolutely demonstrated. If I may be asked, is there nothing to be said ~~on the other side. Doubtless something~~ Dr. is quite likely that if Dr. Adams were elected to the presidency of Cornell those who look for brilliant display might be at first disappointed. The very quietness, solidity, and depth of his qualities would at first mislead some. They would think possibly impassive, slow. But a very short experience would

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Remarks of Andrew Dickson White, President of Cornell University, before the Board of Trustees in obedience to their unanimous request that he present to them his views regarding the choice of his successor in the Presidency of the University.

Mr Chairman,

My dear and honored Friends and Colleagues:

Among all the evidences of kindness and appreciation with which you have overwhelmed me none appeals to me more strongly than the request that I address you regarding the choice of my successor. Such a request confers a great honor; compliance with it brings a great responsibility.

You will easily understand that this does not come upon me as a new question. The answer to it certainly cannot be a hasty result of a sudden emergency. My resignation has been long in contemplation, and a man could hardly devote his labor, thought, ambitions and aspirations during more than twenty years to an institution like this and not consider often and deeply the question to whom the results of everything thus far secured should be committed. In presenting my conclusions my constant effort shall be to keep down all personal feelings, to avoid exaggerations of every sort, and to present the whole matter in the clearest light possible. So far as is material I shall endeavor to present the problem itself, various solutions that have been suggested, and finally to exhibit the working of my own mind as to the best choice of one who shall maintain and advance the great interests committed to you.

The University after a career of twenty years now stands strong and successful, among the very first in the nation as regards endowment, faculty, equipment, number of undergraduate students and adaptation of its courses to public needs. Yet its career is but just begun. Much remains to be built upon the foundations already laid, for your work for generations and for centuries.

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is not on its guard against this danger.

It is then after a full and ~~prolonged~~ consideration ~~of the whole question~~ of the ~~problem~~ to be solved and of the men named in connection with it, that I propose to you for consideration the name of one to whom my mind has been turning for some years as the ~~man~~ one who could probably carry on and develop our work here more successfully than any other ~~person~~ who would be willing to undertake it. That gentleman is Charles Kendall Adams, LL.D., ~~professor~~ of History in the State University of Michigan.

My direct close knowledge of him covers a period of many years. I knew him intimately when he was ~~a~~ student in that University, I have watched ~~his~~ career ~~ever since~~ as an instructor, as a professor, as a lecturer, as an author, and as a man.

First, as a Man, from this personal knowledge ~~of many~~ and from confidential letters of ~~men~~ entitled to the highest respect who

have been intimately associated with him ~~or have known him for over a quarter of a century~~, I am ~~unable~~ able to vouch for him as possessed of the highest character, of noble purposes and of will to make them effective, - a man who instinctively takes the side of truth against error, of justice against injustice, of right against wrong, of thoughtful progress against stupid acquiescence in what happens to be established, but with no uneasy belief that what is established is necessarily false or that what is new is necessarily true.

Next as a scholar. From my own acquaintance with him and from the opinions of those whose judgments must be most highly considered I know him to be fully worthy and able to win the respect of students and the public at large for his attainments and his powers of thought. This I regard as a point of very high importance. In my judgment a president-

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received the highest ~~praise of American and~~ commendation from English critics, but it was ~~translated in~~ tributes. Germany and there received a similar ~~compar-~~ ~~isons~~. Some of these notices, but by no means all, I have collected, and I think ~~that you will examine them~~ are now here before you. From time to time he contributed articles to various standard Reviews which did him great credit, though of course they did not give him a title of the momentary popular reputation which would come by a single love story or humorous sketch in a popular magazine.

His next main work was his "Manual of Historical Literature". That too is a great work. Those judge it very superficially indeed who think it a "compilation". It is anything rather than that. From cover to cover there is no "compiling" in it. It ranges over the whole field of modern historical literature and gives a brief but cogent discussion of each important work. It involved enormous labor, but it was not

labor in "compiling": it was labor in reading, in studying, in judging, in comparing, and in thinking. Like every first book on so vast a subject a second edition, and doubtless a twentieth edition, will be necessary to give it completeness at every point of the enormous field it covers; but it reveals none the less ~~the highest~~ scholarly qualities of a very high order. It is indeed not a book which those who feed on magazines and newspapers or even on Reviews and current literature are likely to know much about. Nor is it a book which professional librarians as such are likely to know much about; and for the simple reason that it is not a compilation. It is not bibliographical, it is philosophical. It has nothing to do with the outsides of books; it has to do with their insides. Nor, indeed, would it be wonderful if it and other works by Mr. Adams are not known to professors and scholars whose activities have been mainly and entirely in other fields of work. It is

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hardly to be expected that men mainly engaged in physical or metaphysical investigations should know much about him but that the thoughtful students of modern history know him is abundantly proved; the documents ~~which~~ I have the honor to submit place this beyond a doubt.

An additional proof of Mr. Adams' ability in his chosen field will be found in his contributions to the London Contemporary Review. The high standing of that periodical is doubtless known to all present. Dr. Adams was deliberately selected, no doubt after careful investigation; as an American thoroughly qualified to represent the United States in a series of articles discussing the condition and policy of all the great modern nations by the foremost historical writers in those nations. The mere fact that he was chosen to this work is a great testimony in his favor; the fact that he did it thoroughly well is additional testimony.

A more recent work which none of his friends would claim to be of the same stamp with those already named, though a book of real value, is his recently published collection of masterpieces of English oratory. It was prepared to meet a want which had long been felt and must certainly prove useful.

In addition to these works Dr. Adams has found time to prepare many addresses delivered in various parts of the country and especially in his own State and the West. Any one who examines them will see that they are the growth of a large and scholarly mind, of a man with noble aspirations, with clear views as to general social progress and the best way of achieving it. They are scholarly but not scholastic. They are the work of a man who knows books and who also knows men. Besides these Dr. Adams has prepared various papers on educational questions which have won him the respect of men engaged in his own field, and an

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interesting matter to us is that in all these he has taken his stand upon the fundamental principles which have given success to the University of Michigan and to Cornell University, and has fought the battles for education out upon the same lines upon which we are engaged here.

Allow me to say just at this point that this is a matter of no small importance. As well call an atheist to preside over a school of Christian theology as to call a man to the presidency of Cornell University ~~Edinburgh~~ who in his heart has any ~~invincible~~ prejudice in favor of purely classical education or against it, or who fails to acknowledge the claims of scientific research or of technical training; or whose tastes make the education of young women in our universities repugnant to him, or whose intellectual bias would lead him to make an institution with which he ~~was~~ is connected ~~either~~ distinctively sectarian or anti-Christian. Professor Adams' writings

and experience show that on all these questions he stands upon the same ground~~s~~ which we have taken here. I do not here discuss this ground. I do not here ~~claim~~ argue that it is best; but I do argue ~~claim~~ that it is important, unless we desire ~~it is desirable to have~~ a complete revolution, ~~that~~ a man should be chosen to work out the problem here on the lines already adopted.

But in speaking of Professor Adams' scholarship comes the only part of my duty which is painful, and nothing but a sense of duty would lead me to touch it. It is a ~~h~~ humiliation that ~~even~~ the mention of it should be forced (or a thought of it upon you) upon me. The newspapers tell us that in a recent assembly of men who have been connected with Cornell University the word "plagiarism" was coupled with the name of Professor Adams. I was glad to see that the more thoughtful members of that assembly took pains to undo the wrong. I have already received direct

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any class of composition of which I may be supposed to know something as regards the proper rules which should govern it, it is historical composition. And with all the responsibilities weighing upon me at this moment, apart from all considerations of friendship, I assert ~~now as then~~ as the result of my deliberate judgment that the charge against Professor Adams was utterly unjust from beginning to end and that ~~in my opinion~~ every thinking reader of history must so regard it. ~~If at this time I would gladly take up the controversy point by point. But I will simply lay before you its culminating point, for it serves to make clear the spirit in which the criticism was made.~~ This final attack, the least partisan arrow against the book was the charge that even the title of the book was a plagiarism. The title of Dr. Adams' book was Democracy and Monarchy in France. Mr. Henry Reeve had published

Various competent writers after full examination at the time dismissed the charges as utterly baseless. ~~Among these I may mention~~ Mr. George William Curtis ~~also~~ answered the attack in a careful editorial discussion.

The Very Journal in wh. the Charges appeared has shown its sense of their worthlessness by advertising Dr. Adams in its List of Contributors

Allow me to run over the essential points in this question as rapidly as possible. The first charge was that there were coincidences between the book of Professor Adams and Buckle's History of Civilization in England, — the first coincidence mentioned being that each had translated a passage from Helvetius. On referring to these translations we find that they not only differ in the rendering of the original French, but they are from two different editions of Helvetius' work, and therefore that Mr. Adams' translation could not have been copied from Buckle. As well might we charge two persons giving a report of the same speech with plagiarism from each other.

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in England several years before a book under the title of "Royalty and Republicanism in France." The point of view was not the same, the matter treated was not the same, the line of thought was not the same, the conclusions were not the same. Mr. Reeves' book was made up simply of a number of essays nearly all biographical having no vital connection with each other. Professor Adams' book was a historical and philosophical treatise from first to last, one strong chain of arguments running through every part of it and binding all together showing how certain fundamentally false political and social ideas had wrought out their natural results in the history of France, yet it was held that the title "Democracy and Monarchy in France" was a plagiarism upon the title "Royalty and Republicanism in France". As if Professor Adams had he chosen might not have written a book with the identical title on which Mr. Reeves

had written and called his book "Royalty and Republicanism in France" without justly incurring the charge of plagiarism.

every person a writing on simulants

According to the doctrine of this critic every writer on geometry since Euclid has been a plagiarist by virtue of taking the same subject for his book. So has every historian of France since Mezray, every traveler in since Arthur Young, every writer on the history of the United States since Graham, is a plagiarist

But Report of the Committee of Ways and Means

It is indeed amusing to think that any person could have ever written such a criticism; but it is more deeply humiliating still is it to think that any person who has ever had the advantage of instruction at Cornell University should ten years after this charge was exploded publicly call attention to it, insert it in the metropolitan newspapers and cause it to be telegraphed to all parts of the country. This is certainly not the way in which a candidate for the

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But most humiliating of all is the fact that in pretending to publish Professor Adams' answer made at the time, its most important parts, — indeed, its vital parts, were left out. This is certainly not the way in which a candidate for the presidency of this University can be weakened with this Board. Nor, indeed, do I believe that such a candidate can thus be weakened before the University alumni. In my judgment this attack will draw us all more closely to the examination of his merits, and will show the importance of settling the question at as early a day as possible before this kind of warfare is developed any further.

The moral of this ~~charge~~ "Criticism," Sir, throws much light upon our duty regarding the motion to postpone our election in order to obtain additional facts. This is the third time we have been asked to postpone election, ~~for a second time~~. Never, Mr. Chairman, since my connection with this Board has there been so painful a contest in my own mind as now between my sense of duty and my feeling of regard, indeed of affection, for the honored colleague who makes this personal appeal for delay. But delay for what purpose? If it could, as he would have it, be to enable us all to give additional consideration to this subject I could not resist such an appeal. But can he guarantee that this shall be the use made of delay? We know that he cannot. These articles in the papers of to-day (revamping their foul ~~charges~~ calumnies of two years ago) are proof that the whole intervening time will be given not to the search for new truths but for the circulation of old ~~calumnies~~ lies. This delay will simply be used to start these exploded slanders in new parts of the country, to develop honest differences of opinion into bitter partisanship, to give us instead of plain fact and calm discussions, partisan intrigue, the methods of a caucus, and the lies of a campaign. But for this evident purpose thus betrayed in these articles we could not resist these appeals; forewarned as we to-day have been, we cannot yield to them.

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presidency of this University can be weakened with this Board. Nor, indeed, do I believe that such a candidate can in this way be weakened before the University alumni. In my judgment it will but draw us all more closely to the examination of his merits and to an appreciation of his personal qualities.

Next as to the ability of Professor Adams as a teacher and lecturer. Here especially I think that no one acquainted with the facts will for a moment dispute his power. His lecture room in the University of Michigan in which he has treated such subjects as the constitutional, political & social history of England and of the United States of Germany and of France, and the general and comparative history of institutions, has been an acknowledged center of influence, not merely for the undergraduate classes but for the great law department of that University. Throughout the whole west there are men who know his power in this respect and prize it. [illegible]

Any future history of public opinion in this Republic must note the fact that from the lecture room of Charles Kendall Adams have been radiated throughout the great west better conceptions of political methods and social ideals. His influence has been felt for good in legislatures, in courts of law, in the pulpits, and in the press.

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Nor do we know of him simply by hearsay. For several years past he has annually given a course of lectures upon historical subjects in this University. Various members of this Board and of our Faculty have listened to them, and ~~I fact that~~ I am speaking entirely within bounds when I say that the general testimony of the Trustees, Faculty, and of students best qualified to judge on this subject is overwhelmingly in his favor. Guarding with the strictest care my utterances at this moment, feeling my full responsibility for them, casting away everything like enthusiastic friendship, allow me to say that I have heard the foremost lecturers on historical subjects of my time at home and abroad at different periods within the last twenty-five years and that ~~I am entirely within bounds in saying that~~ I have never heard a better historical lecturer than Charles Kendall Adams. It was ~~that feeling~~ this conviction as to his merits ~~regarding him~~ which led me to propose that

he be called here as a lecturer several years ago, and it is that which has led me to renew the recommendation year after year. Among the most powerful influences for broadening and deepening character both from the ethical and intellectual point of view in this University I count these lectures of his. They are not mere ~~analyses~~ annals, they are not compilations, they are not pictures, they are not ingenious investigations into matters of no practical interest; they are thoughtful and suggestive discussions of the greatest matters in the recent history of man; they are aids to the solution of the weightiest problems ~~lying~~ arising before this Country. ~~young men who go out from these halls.~~

I might have alluded in my account of his writings to the ~~syllabi~~ printed analyses of these various courses. Even these, meager as they must be, show the value of ~~these~~ his lectures. If it be said that men know little of them in some of the Eastern colleges, I can readily

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believe it. One trouble of this country is that so many valuable men in the East really know so little of what is in this country, of its men, of its work, of its thoughts. Reputations in this country, at present, so far as scholarship is concerned, go from east to west; not from west to east. It has been a part of my duty to know valuable men in various parts of this country for many years past. I know many such in the East. I do not underate them; but I am quite as frequently astonished by great natural powers and abilities in Western men who are not at all known in the East as in Eastern men who are known throughout the country. I picked up recently in Boston an American edition with notes of that very great book Montesquieu's "Decline and Fall of the Romans." I was immediately struck by the value of the translation and of the notes. A wide acquaintance with the literature of that particular

subject enables me to say that it was by far the best modern edition. It showed deep research, wide knowledge, strong thought. Yet I had never heard even the authors' name, nor do I suppose that one man in a hundred of college professors throughout the Eastern states had heard of him then or has heard of him now. I immediately wrote to his publishers for information, ~~about him~~ and found that he was a resident of a little western town but that he was just then holding a position as Minister Plenipotentiary of the United States to one of the South American Republics. I have the greatest respect for the professors of history in the New England colleges who may be widely known, but I do not recall at this moment any one of them who has contributed anything to the general subject superior to this little book, or who could discuss general political affairs as I found that this Mr. John Baker was able to discuss them in the

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diplomatic relations published by our State Department.

~~Beside this~~ There are reputations and reputations. This for our whole country is largely, so far as the world is concerned, provincial in its scholarship. Go to Boston and New York and you hear of one set of scholars. Go to Chicago and you hear of another appealing to quite as large a constituency. Go to San Francisco and you hear of yet another. Go to London and you hear of very few of them. Go to Paris, Berlin Vienna, and Florence and you hear of ~~none~~ nigh to none of them. I respectfully submit that in considering the scholarly claims of any man we base our judgment upon what we do know regarding him and not upon what sundry excellent gentlemen ~~living in the retirement of libraries or studies~~ do not know ~~regarding him~~.

Next as to Dr. Adams' general qualities as an instructor. In this whole field he has shown readiness in adapting, skill in modifying, vigor in executing the most approved ~~modern~~ plans for instruction. Having studied in France and Germany after his graduation at the University of Michigan he has kept abreast of the best methods which the universities of the old world have developed. To no man more than to him is due the adaptation to the needs of this country of that most admirable means of instruction, the "seminary" or "conference" system. The work which he has elicited from his students in this manner has done great credit to him and to them. Some of it has been judged worthy of publication by the

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American Historical Society; all of it that I have seen is valuable.

Finally as to his Executive ability. I might speak of this first from the theoretical and next from the practical point of view. On the theoretical side one or two of the letters which will be laid before you lay stress on his intimate knowledge of the best methods in the leading institutions of the world. I regard this as a matter of no small importance. Dr. Adams has given peculiar attention to the method of developing, systematizing, combining, and classifying instruction in various leading institutions at home and abroad. Nor is this mere dead knowledge. He has been constantly called upon at the

University where he now is to intervene in discussions and to apply this knowledge to actual use. Were I to-day called upon to decide between the claims of rival systems of instruction, I know of no man to whom I would sooner go for an intelligent opinion than to him.

As to his ability on the practical side there is also abundance of testimony. All acquainted with the history of the University of Michigan know that he has been among the two or three who have stood most closely by the honored President of that institution for the past ten years, one of the two or three whose whose counsels have weighed most and whose opinions have contributed most toward the excellent results reached there. The letters in possession of the Board

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leave no doubt on this point. I may add that in oral discussions with him, discussions of measures and of men, I have always been impressed by his quiet strength and depth of judgment. There is in him none of the cynicism, none of the priggishness which is becoming the curse of the younger men in some of our larger eastern universities. While well acquainted with the best that has been done abroad, he knows his own country, ~~[illegible]~~ perfectly in it, and has faith in its future. He has firm convictions, but is tolerant and ~~[illegible]~~ receptive as regards the views of other men.

There is still another point which has influenced me strongly in arriving at my present conclusion, and I may mind it

is a point of great practical importance. I have already touched on it; allow me here to develop it more fully. The great problem upon ~~[illegible]~~ which Professor Adams has been at work for over fifteen years at the University of Michigan is ~~strikingly~~ remarkably similar to that which is to be solved here. The conditions of the problem are the same in both cases. The men who have brought the University of Michigan up to its present condition, and among the foremost of them Professor Adams must certainly be named, have had to take account of its connection with the State, of its duties to the ~~whole State and to~~ various representative professions and industries. They have had to be on their guard against popular misconMain

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away the
ties of two of the most important ~~Universities~~
State Universities of the west have
tendered to him the Presidency of
their respective institutions. I submit
that this is important testimony which
ought to outweigh the fact that there
are persons, honored persons, in academic life in various eastern towns
above
~~written~~ whose horizon he has not yet
appeared. But had the same persons
been asked the same question regarding
President Gilman, President Eliot,
President Gates, President Hyde, or
myself, they would doubtless have
made the same answer.
difficulty of
I believe that this ~~matter~~
reputation, however serious it may
be, will speedily be removed, should you
decide to choose Dr. Adams. Great
positions give great opportunities.
I believe him a man who will
rise to the height of the position here

and force the country to recognize
him. But after all, gentlemen,
the question is not one of éclat; it
is one of work, hard, continuous work.
The founding of this institution
It demands, not a man who shall
please the public at the beginning or
on special occasions, but a man
who is willing to put into it his
ambition, his hopes, his aspirations,
all that he is and expects to be in
this world. From time to time
there must be some reorganization
of instruction, some departments
will require modification and
development, all departments will
require fostering care. Great new
departments are yet to be added in
order to make this in the broadest
sense a University. The simple
question is, shall we trust all this
work to some man whose reputation
is already fully or nearly made, whose

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what he is and would justify his election for still more important duties. But it may be said that he has been attacked by some claiming to be friends of Cornell University in the public prints, that it has even been threatened should he be elected that the persons making the attack would advise young men to go elsewhere. The mere statement of this argument is sufficient. But I may mention that ~~the same~~ similar threats have been made by ~~the same gentlemen~~ the students of the same sort as to the retention of at least three of the professors in this institution. ~~This mode of warfare I have never known carried on in any other institution. I trust it may yet be discontinued here.~~ Three different times already before this the attempt has been made by threat of this kind

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to enforce the views of ~~some~~ ~~of the caprice~~ of sundry individuals and to induce us to drive forth professors. We have never yet seen fit to obey any such mandate and the number of our students has steadily increased. For myself I will say that this threat, publicly uttered in one of the newspapers of this State, has rather tended to confirm me in my opinion that Dr. Adams is the man we need. Should he never teach anything to persons outside the University. His election will teach persons outside that the Board is not moved by threats or calumnies.

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that institution? Edward Everett was known throughout the country and indeed in Europe for admirable qualities. James Walker was known to but few. Both were Presidents of Harvard University. Ask any Harvard man acquainted with the history of his Alma Mater which was the more successful President and which the unsuccessful. Dr. Dewey was President of William and Mary College in Virginia, and his administration and writings have left a deep impress upon thinking men in all parts of the country, - but what did the public at large know of him. The great public know indeed the names of the men and women who write love stories and humorous sketches

How many of them pursued had reconciling of the great Regions of discrepancies College & Union Faculty in its early days the appeal - What did the Loyalty of Prof. Woolsey of Y. C. days by appeal. A small number of men known in a Class Lecture or Department - that of the great Daguerre Art. Outside of that he was not. I will visit Trumbull that blue the Museum the cute a large I proposed to visit College - not those persons in the city when I and had ever heard of him by name. Had Appellate determined the election it would have put the Jail Rioting to Stillman or Murder Jail which Jail was no wall - how much he may Everett Overland a Killer would drive of Company with of the with Loyalty in it surrounded quietly Mound in the Great head of appeal Rioting

When Dr Porter was chosen to succeed Woolsey - what popular appeal had

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strengthened if the same were done—

To see such a university established in this State which I was born had been my dream for years—

Even while a member of one of the smaller denominational colleges in this State, and before going to a New England university I had thought much over the needs of the State in this respect. Afterward as a student at Yale College, and still later at the College of France, Paris, and at the University of Berlin, the same question was constantly present with me.

On my return from

~~a~~ three years' study abroad, my first effort was to enlist strong men in the establishment of a real university as distinguished from the denominational colleges. I laid plans before the late Gerrit Smith, who gave close attention to them, and seriously thought at one time of making a great endowment. I offered him ~~that~~ if he would establish such an institution in the central part of the State of New York that I would add to it the half of my own fortune. I also talked and corresponded with George Wm Curtis, who showed much interest in this as in

every other good ~~cause~~ cause. But as no definite work seemed likely to be begun, I accepted an invitation to the professorship of History in the University of Michigan, seeing there the only chance at that time to aid in laying the foundation of a true university— after four years of work there, I was elected very unexpectedly to the Senate of New York where I met for the first time Ezra Cornell, as above stated.

The struggle regarding the disposal of the fund became more and more bitter. But steadily I took the ground that while the rule for primary education is diffusion of resources, the rule for

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proposal — He said that my arguments as to the necessity of a very large sum being required to found an institution for advanced instruction had converted him — that he was prepared to meet that view, and he proposed that if the State would accept his proposal to divide the fund into two parts, leaving half where it already was with the "People's College", and giving the other half to the Agricultural College at Ovid, he would give to the latter institution $300,000 — thus enabling it to have as large an endowment as if the entire land-grant had been given it since that was

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estimated by the Comptroller at $600,000 —

The trustees, including a large number of the most prominent men in the State, were greatly delighted with this, expressing their opinions most favorably; but, on being asked for my view, I declared that I should oppose any such measure — that I should stand firm against any division of the land-grant fund whatever — An expression of ~~disgust~~ disappointment and even of disgust was general in the meeting, but I kept on and stated that it was clear to me that the People's College would do nothing, and that if Mr. Cornell would act

in behalf of (16) for his institution the whole fund; and give to the State the $300,000 as proposed, I would support the measure — Nothing more was said at that time; but some time afterward Mr. Cornell in his same quiet, firm manner came forward and made another proposal — Both he and myself satisfied ourselves that the State Agricultural ~~society~~ College has no future — It was, in fact, already a failure, and had been closed from lack of students —

Mr. Cornell's proposal now was that if the State would establish a new institution at Ithaca, N.Y., he would give to it $500,000 —

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exerted themselves to the utmost to defeat the measure — but all in vain — The bill finally passed the assembly — but it was amended — and here came new complications and troubles — While the bill was yet in the Senate, the friends of one of the smaller denominational colleges in the State came in force in the legislature to oppose the measure — They declared their college had never received anything from the State, and that it must now have something — Among other things it was proposed that Mr. Cornell should pledge himself, in case the bill passed, to give $25,000 in to found a pro-

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fessorship in the college referred to — There were not wanting men who advised Mr. Cornell to accept these terms — But his answer was in accordance with his manly, straightforward, honest nature — He said, "Never" — I will make no pledges or promises in private — Whatever you can induce the legislature to put into the bill, I will consider — I will accept or reject it, but it must be open so that all men can see and understand the whole transaction" — The result was that a clause was inserted in the bill in the assembly

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making it a condition of the establishment of the new university that $25,000 should be given by Mr. Cornell in founding a professorship of agricultural chemistry in Genesee College; in other words, before Mr. Cornell could be allowed to give $500,000 to the State he must give $25,000 to a ~~special object~~ Methodist College — When the bill came back to the Senate with this amendment, another storm arose — But in view of the approaching end of the session, and the necessity of coming to some conclusion, the bill was passed as amended and became

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take— But the earnestness of Mr. Cornell, the importance of making a proper beginning, led me to accept the Presidency of the new University, as a temporary matter— I had no idea of remaining in it for more than a few months— My purpose was in the meantime to get the new enterprise started, to aid in selecting a man who should carry it on— Shortly after, at the request of Mr. Cornell, the building having been begun, and some Professors called, I was asked to go to Europe in order to study into the organization of

various technical institutions, to secure some professors, and to purchase books and apparatus— With this request I complied, travelling through England, France, Germany, looking closely at agricultural and technical schools, and making large purchases of illustrated material and books of all sorts— Besides this I had the good fortune to interest Mr. Goldwin Smith, then Professor of history at the University of Oxford, highly esteemed on both sides of the Atlantic,— for

our department of English history, and Dr. James Law, already an authority in veterinary science at the London College, for our College of Agriculture—

At the time required by the charter the University was open— There were very great difficulties— but two buildings were ready, and these were incomplete— There were no doors upon the students rooms, no bridges across the streams and ravines— in fact the difficulties were distressing— The interest in the new institution was very great, and from

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motives, and perpetrating a gigantic fraud on the state, in fact, as nothing more or less than a criminal who ought to be brought to justice-

Mr. Cornell had been born in the state, and had lived in it 60 years- He was known from one end of it to the other as a man of the noblest and purest character- All made no difference- The speech against him was printed at length in the leading papers of the state, and he was called upon to explain- He took all these attacks in the most quiet philosophic way - When I

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papers only redoubled their fury, reiterating the charges, inventing new statements in place of those which Mr. Cornell had exploded- At last these ~~insults~~ series of attacks were brought to a head through an onslaught made in the legislature of the state by a member of that body from the district which had hoped to have the endowment, but, through its own want of public spirit had lost it- In his speech the honorable gentleman berated Mr. Cornell at great length before the State as attempting simply actuated by selfish

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land would be very large- Sundry journals and persons, partly from local jealousy, partly stirred by denominational influence, partly yielding to a wish to make a sensation by attacking a man so honored as Ezra Cornell, began to present him to the state as a man whose only purpose was to make a great fortune for himself out of the land. They called him "land thief" and "land grabber"- At first Mr. Cornell prepared careful statements showing the falsity of these charges- They produced no effect whatever- These

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graduates of the New England colleges who had supplemented their studies at European universities — Illustrative material of all sorts was increased — Mr. Cornell added to his previous gifts various large collections in natural history; and other friends came forward to help it.

Indeed It was indeed one of the most interesting results of the war waged by various denominational institutions and journals and pulpits upon the institution that so many wealthy men attached to these same denominations came forward and contributed large sums to the institution —

Mr. John Megraw, of Ithaca, gave $150,000 to erect a building for natural history collections and lecture rooms — Mr. Hiram Sibley gave them and afterwards about $100,000 — for building, equipment, and endowment for the department of mechanical engineering — Mr. E.B. Morgan, of Aurora, gave a considerable sum for scientific expeditions to Brazil headed by one of the university professors, of which a leading object was to add to the University collection in natural history — Goldwin Smith gave his library in English history and law; and a

large sum of money in addition — Mr. Dean Sage gave $30,000 — for the endowments of a preachership — Mr. Henry W. Sage gave something over $300,000 for a college for women, and for other purposes — Mr. William Kelly gave $4,000 for a mathematical library, and another friend of the institution gave from time to time over a hundred thousand dollars for various purposes of the institution. Mr. W.H. Sage gave $3,50 a specific purpose — also various other individuals gave sums largers — The for different purposes university attacks on the —

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than has heretofore been made in the interior of the state for scientific and technical studies – This was at once regarded as an attack on classical studies and any one connected with any preparatory school where a little Latin and less Greek were taught came to look upon the new University as an enemy –

The Charter of the University from the State has declared that persons of any religious and persons of no religious sect shall be equally eligible to all offices and appointments, but it has also declared regarding the governing bodies that

[Incomplete]

American College Fraternities.

Within the Last Thirty Years

At various periods in the history of the higher education in our country many excellent gentlemen have emptied the vials of their wrath on nearly everything in the direction of our colleges and universities.

With one of these vials we are all especially familiar: it is the vial, or rather bottle, from which have been poured forth anathemas denunciations upon the college fraternities. Its contents have generally been very acrid and pungent. When brought into contact with college life they have sometimes exerted a sort of chemical action and

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that addresses and poems of extraordinary merit are delivered and that a supper is finally eaten in which any shortcomings of the menu are amply covered by the most hearty fraternal feeling and a remarkable largeness of statement, regarding the prospects of each chapter, ~~of course~~ and of the fraternity as a whole.

As to the more outward and visible signs of the fraternities, their badges show ~~large~~ fertility of invention and ingenuity in construction. An eminent English traveller, many years since, seeing them on the breasts of many students, immediately added them to the long list of facts, showing the peculiar depravity of Americans.

In a spirit of judicial fairness I may pronounce ~~be~~ our English critic ~~would seem to~~ wrong. The Fraternity badge is in every respect far more beautiful and infinitely less objectionable than the tuft on the nobleman's academic cap, which when our visitor wrote, was still to be seen in the universities of his own country. That was perhaps the most astonishing relic of snobbery which survived the eighteenth century. Nor do ~~The variety of~~ the German students appear to have the advantage of us in this respect. Their institutions of learning are admirable but the striped caps and ribbons of the student corps seem rather to indicate a barber shop

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between their study rooms on the one hand and the chapel and lecture room on the other, but human nature is too strong, associations of some sort are inevitable.

How the American college fraternities seem to me to reduce the evils arising out of these inevitable associations to a minimum, and to produce some results undeniably good.

The first point to be noted is that when one of these inevitable associations takes the form of a college fraternity, it must cease to be a mere temporary clique or club. It has at once a reputation to make and to maintain. It must hold its own against rival fraternities.

The badge, which each member wears, prevents him from evading his responsibilities. To be less than a gentleman is to disgrace it and to injure the fraternity. The same principle, which led the hero of one of Balzac's most touching stories, to lay off the badge of the Legion of Honor, while suffering from an unjust accusation and to replace it upon his breast as he ~~was~~ dying, after retrieving his character, is on a lower plane active among students. No college officer, who has observed the influence of the better fraternities can doubt this.

But the members of the better fraternities are not only under this generally healthful influence

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Place the same number of men, belonging to any fraternity which has a character to maintain, in a chapter house of their own and the point of honor is changed. The house will be well cared for and ~~will be~~ quiet. I had occasion recently to visit one of these chapter houses after an absence of over a year. The rooms and furniture were as neat and well kept as when I left it. The reason is simple. The young occupants had been brought into a sense of proprietorship, into a feeling of responsibility for the maintenance of the property and its reputation. Socially too, there is an advantage. Nothing has pleased me more of late years than to see

various fraternities of the better sort, giving in their chapter-houses, simple social entertainments, receptions and the like to which in ~~only~~ members of families with ~~members~~ were invited, but also the other members of other fraternities. This is a great ~~&~~ distinct progress. It means a breaking away from what to my mind has been the main objection to these fraternities, - namely, the growth in many cases of a petty, narrow, contemptible clique spirit and it indicates a recognition of the paramount relations of the fellow student, of man to man.

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