The first words that naturally come to me on such an occasion as this are personal words, words of thanks for the many kind expressions of sympathy and congratulation that have reached me from within and from without the College. Without them, it would have been impossible for me to accept the duties and the responsibilities of the place. And the second words are words of sympathy with the fears that the descent from the tone of the last administration may be too great. The great scholar who for over thirty years impressed himself upon Haverford, who lifted it in fact as well as in name from a School into a College, whose devotion to its interests was superior to selfish considerations, cannot pass out of its life without leaving an unfilled place.

But all personal matters must sink out of sight in the face of the towering interests of the College itself, whose past is secure, but the development of whose future is a problem of sufficient magnitude to engage all the wisdom and energy which can be brought to bear upon it.

It seems to be assumed on all sides that Haverford is to develop. No one thinks that she should stand still, in morals, scholarship, material equipment, or quality and quantity of results. Some of us feel assured that that development will go on in one direction or other continuously, and that her acquired potential energy will be speedily converted into kinetic. We keep up our enthusiasm by considering possibilities which we believe will soon be actualities. Haverford fortunately has a history. She has even,
in the short half century of her life, some traditions. She has learned something of adaptation to the work she wants to do. She has found an unfilled place in the economy of education, and she sees the means for occupying and tilling its ground. However small that place may look to others, it does not look small to us. There is scope for all our energy and for abundant hopes. We are not satisfied with her now, but we are satisfied that she will grow into something which will fill our present standard, and we feel every encouragement to take up her service for her rewards.

There can be no doubt that a Haverfordian is a distinct and separate creation. The manner of living and of studying, the lawn and the library, collections, meetings and societies, the traditions and the customs, the character of the professors, and the influence of the religious society which controls it, have evolved a distinctly-marked character. It announces its presence even in most unfavorable circumstances, and does not allow a life of worldly contact wholly to erase its features.

All successful education must be personal; and it is to maintain and expand this type in the individual, and not to destroy it, that we must work.

Those colleges leave the strongest impress on their students, and receive from them the most loyal support, that have something definite and peculiar in their policy and are the most honest in enforcing it. I do not know that any one has attempted to put into words the peculiar features of the Haverford type, but it is felt by every student who takes graduate courses at universities, or comes into close contact with the life of other colleges.

We have then, in the traditions and customs of the past which are in the main worthy to be preserved, and in the distinct product of the Haverford method, guides for the future. Let us, without encroaching on the realm of any other college or attempting to ape the methods of any university, develop our individuality into its logical consequences.

A Friends' school is perhaps better characterized on its intellectual side by honesty, thoroughness and simplicity than by more pretentious virtues. In arranging our courses we must bear these in mind, do what we do well, and not attempt a great multiplicity of weakly-organized departments. We believe, however, the elective system has come into college life to stay. We notice that no college ever gives it up, but that there is always a gradual extension of it. Its reasonableness and adaptation to circumstances indicate that it is the true system for university and higher collegiate work at the present time.

It therefore becomes a question as to where it should begin. Practically it begins in the fitting schools in the wide choice between the classical and scientific courses. But that choice once determined by parent or boy, it seems good to us to give the foundation of a broad culture in the first two years of a college course, and to make the last two largely elective. To extend it downward seems to throw upon immature minds a responsibility for which they are hardly prepared, and to curtail it after, takes away that zest from the study of chosen subjects which ensures the best possible work from professor and student. In closely observing its practical workings here for a few years, I have been impressed with the propriety of the election made by our students. The choice of subjects has been generally judicious, and the number of evidently labor-saving selections has been very small. I believe it raises the intellectual tone of the upper classes, but that without the required work of the first two years, and the limited choice of the third,
many of the seniors would not be prepared to secure its benefits.

One of its advantages is that under its provisions the contest which has raged so fiercely as to the relative merits of classics and science, and modern language, does not largely prevail. This contest, conducted in times past in a very narrow spirit by both sides, has no place in a system in which every question receives consideration and patronage according to its fruits. It would be with real regret that I would see the classical standard of Haverford lowered; and I take it that it will not be so long as the culture and discipline which the classics undoubtedly give to some students are manifested by an eager section, who do work which would be denied to a full class.

We must place and keep the classical side of Haverford instruction on the highest attainable level, and see to it that any reputation it may have earned shall not be lost.

Science also gives its culture and has its place, depending upon the intellect to be cultivated and the work to which it is to be assigned. It would be unfortunate if either were not duly encouraged and given a strong place in any collegiate scheme.

Another phase of modern education which is assuming great proportions is that developed by the industrial and technical schools. Many a boy whose elder brothers have gone to a classical college finds himself in these schools. With this phase, so far as it relates to the production of skilled professional men, Haverford has little to do. Her work must be to prepare the material. But in another sense we think that it is a legitimate sphere for us to occupy. We must construe education in no narrow sense. It must include the whole being of a man. And some very valuable mental and manual powers can only be developed by actual contact in chemical, biological, physical and mechanical laboratories with the materials with which science deals and the machinery by which we bring them into shape. We would not attempt to turn out a finished engineer any more than we would a finished lawyer. But we may legitimately so direct the undergraduate work of a young man that the powers of his mind and body especially needed in his work may be so developed that he can readily grasp the more technical points of his future life.

But there is, and we cannot press it too strongly, an object in education which is not utilitarian; a broadening of the mental powers which itself is an end and not a means; the growth of the man rather than of the money-making, society-loving personality; the creation of internal sources of enjoyment of the purest kind; the grasp of principles and sources of influence which will promote all private concerns and make their possessor a centre of influence in church and state. We care not to educate only scholarly recluses, but we do want broad-minded men, who go into the world with no uncertain principles, and lead the moral and social and political movements of our present civilization; and a wholly practical education as commonly conceived will not make them.

A Haverford degree must represent all this and stand for breadth of culture, scholarly spirit, disciplined powers, and such information as naturally comes from four years collegiate work in somewhat varied fields.

It is now an admitted fact that the study of our own language has been too unimportant a part of our general education. While a German youth gives one-fifth of his energies to his native tongue, and a French youth nearly as much to his, an American youth, especially if he have college in view, takes in his knowledge of English largely
through the medium of other languages, and his direct work in it is often desultory and accidental. I am not now referring to the philological study of the language, which is undoubtedly important, but to that practical work in it, by laboratory exercises in the spirit of chemical laboratory work, which gives an actual acquaintance with English literature, and ability to use our mother tongue elegantly and forcibly in writing and speaking. If there is anything practical in the whole realm of education it is this; its disciplinary value need not be slight, and its utility as affording a source of healthy recreation and of banishing low intellectual tastes is unexcelled. It is, therefore, with great satisfaction that I am able to announce that the Board of Managers have established a department of English, and have filled its chair by a specialist in its study, a graduate of Haverford, Harvard and Freiburg, and a teacher of successful experience. When the work of the department becomes fully operative, no student will leave Haverford who cannot use the English language effectively, and have an appreciation, according to his measure, of English literature. This may not sound like a very extensive claim, but very few colleges can make it to-day.

In speaking of the undesirability of our encouraging technical instruction for its own sake, there is perhaps room to make one exception. There are good technical schools for high work in all professions, except the profession of teaching. Haverford annually graduates a number of young men who expect to teach, and it is desirable to increase the number. A college diploma is now an essential thing for a high grade position, and there are few normal schools whose work relates to other than elementary instruction. Friends especially have to look to their college graduates for their best work, and it is exceedingly desirable that these gradu-
we are, in doing this, debarred from giving in a tentative manner a limited amount of graduate instruction in certain lines in which we may have special facilities. Indeed, there is probably nothing which would so surely raise the scholarly tone and spirit of intellectual work, and of scientific investigation of the undergraduates, as the influence of zealous specialists in the College. We have not now the material equipment nor the professorial force to attempt this systematically; but as these are gradually provided, and as one from here and another from there may be drawn to the College by their magnetism, we think the good of all concerned would advise our receiving them. But while such excellent opportunities for graduate work exist at certain universities with which we are historically connected, our students certainly will not suffer by being directed to them.

It will now be universally admitted that study is healthful. Probably no one was ever hurt by excessive study who otherwise lived a perfectly wholesome life. With proper attention to sleep, diet and exercise, one cannot use his brain too hard. It therefore ought to be the case that a student should develop physically right through his four-years course, and with us it is nearly always so. When the contrary proves to be the case, it ought to be a subject for discipline. It is a suspicious sign when the spring physical examination shows a poorer condition of things than that of the preceding fall. Since a good body is worth quite as much to its possessor as a good mind, and since almost any body can be made good by systematic culture, it becomes a matter of greatest importance to students that all conditions of health should be fully complied with; and as some young men are proverbially careless about physical exercise, as they are about mental, there does not seem to be much logic in requiring attendance at recitation and omitting the requirement in the case of the gymnasium. Most of the smaller colleges now require physical exercise. Voluntary attendance is better for those who can be induced to come; but those students who need this exercise the most are often most loath to make their appearance. Whatever is necessary to ensure perfect physical development Haverford should have. Her situation is unsurpassed. The manner of life of her students is well arranged, and nothing seems wanting but that more system be infused into the hygienic efforts of her young men, and that the gymnastic opportunities in midwinter be enlarged.

Of all forms of exercise, games are undoubtedly the best. They may not develop quite so harmoniously every muscle in the body as prescribed gymnasium work, but they stir up the blood, they stimulate the spirit, they cultivate nerve and fortitude and intrepidity and self-reliance and honesty in a way that formal exercise will never do. I confess a few years ago I felt a little afraid of them. I had a lurking division-of-labour idea, that if the officers kept up the indoor work, the students could be depended on for the rest. I felt that it would be better to discourage them, lest they should lower the intellectual tone of the College. I believe I was wrong. I believe athletic games should have a prominent place in college life, not only for physical but for mental and moral reasons, and because they cultivate an esprit de corps in an institution, which itself is a good thing. Of course it goes without saying that they must be kept in their place, and he who neglects his studies for them must subject himself to the penalties. But once recognize that they have a place, that the physical well-being of the students needs them, that they may develop qualities the most highly useful in life—courteous treatment of opponents, justice, honesty, respect for law,
forbearance and determination—or the reverse—it follows as a corollary that they must be taken into the collegiate system, not merely to hamper them or subject them to useless restrictions, but to develop them. The attitude of the college to them should be positive, and not negative. They are something worth toning up, and not keeping down; and if so managed, they will not be the least useful part of a man's life. Let the students once know that the officers sympathize with their sports, as with all intellectual efforts, and I know from a little experience that they respond willingly to an appeal to keep the standard of fairness and obedience to the rules and ball-ground morality above reproach, and they appreciate the reasonableness of the idea that as ample provision is made for their recreation, they should do justice to their class-room work.

You know Haverford people have a proverbially good opinion of one another. Those who have been fortunate enough to attend the Alumni dinners in the days when their features were somewhat intellectual, remember how cordially they expressed their fraternal relations. President Chase always had good words for the Faculty, and everybody could say good words for President Chase; but I never in all my experience heard a good word said for the undergraduates. Now, considering that these undergraduates constitute the main part of the institution, that Managers and Faculty are only tributary, brought together for their benefit, this is rather remarkable. I do not propose to make up for all these years of neglect by extraordinary eulogy; but inasmuch as college discipline and the methods of securing it are prominent features of college life, and proper subjects for me to treat of here, and inasmuch as I cannot explain my ideas on them without some description of the material to be operated on, I shall have to bring in incidentally some of my ideas concerning the present Haverford undergraduate.

The joint committee of New York and Philadelphia Yearly Meetings, which met in 1830, began its recital of the objects of the institution which they proposed to found in these words:

"The members of the Society of Friends, having hitherto labored under great disadvantages in obtaining for their children a guarded education in the higher branches of learning, combining the requisite literary instruction with a religious care over the morals and manners of the scholars," etc. Haverford School became Haverford College, and the exclusively sectarian object of the institution became modified, but "the guarded education in the higher branches" and "the religious care over morals and manners" never ceased to be a part of the policy.

While the object sought is still the same, the methods are different, for the grade of students is different and the world is fifty years older. These wholesome old traditions of a "guarded education" and a "religious care" will, I trust, never go out of Haverford life, but, as a continual modifying and restraining influence, will make wholesome all our springs of action. Is it possible to conduct a college upon this basis? That depends, it seems to me, on the wisdom of the methods by which these principles are applied and their adaptation to the case with which we have to deal. For let a company of the wisest men in the world study up the most complete theory of college education; let them investigate all psychological, physiological and moral laws bearing on the subject; and let them from a priori considerations elaborate the most judicious, comprehensive and detailed scheme possible; and then let them come out to this College, or some other, and apply it to the
students there collected, and I know it would miserably fail. I believe that all successful institutions have to feel their way, subject to certain broad bases of work. It seems to me that Haverford had these bases most satisfactorily announced fifty years ago, and that it is our problem to adapt them to the students we find on our hands and to the constituency which supports us by their patronage. Now, I find that these students, except in cases of certain gusty excitements, which are always temporary, are very reasonable, and the more their reason is appealed to the more it is developed, and I find that our constituency still approves of the objects which our founders sought to gain. They gained it by arbitrary rules, but we propose to try to gain it by working in conjunction with our students for the common good; not by the absence of rules, for no community can work in that manner, but by reducing their number to the minimum necessary to secure the desired results. We hold that restraints are evil in themselves, unless self-imposed, though in many cases inevitable. Where the morals and the morale of the college require them, they must exist; but a little experience in the last two or three years would seem to indicate that the Haverford of the past thought them necessary where they were not.

Wherever only a minor good is to be attained, it is sometimes better to risk its non-attainment than to increase the code; but whatever affects seriously the moral standard must be strictly adhered to, unless the same end can be certainly secured otherwise. Now there is no question but that the moral results of Haverford have been greatly satisfactory, when they are compared with average college morality, and that the amount of work done in four years of study here will assume a correspondingly high average. We would not disturb these results for anything; but we hope that along with them may be developed, or, I should say, stay developed, a strong sympathetic feeling between the different factors of Haverford life, which will permit the existence of a high plane of outlook, on which all may stand to consider quietly and calmly the problems of government as they arise one by one. We have peculiar advantages for the growth of this sympathetic feeling. It does not seem to me that the influence of teacher on student is much, if any, more important than the influence of student on teacher, that their contact is to their mutual advantage, and to that of the college. Our intimate manner of living, the smallness of the numbers with which we have to deal, our possession of the dormitory and boarding system, the character of our professors, the character of our students, and the traditions of the place, make it easy, under wise management, to develop a strong Haverford feeling, which will encourage such a moral and intellectual tone about the College as we all wish to secure. It seems to me a good thing that students should go to colleges where the dormitory system prevails. Not only does it add much to the zest and enjoyment of life, and the encouragement of a college spirit, but I think it affords facilities for a very beneficial mutual influence. No one can tell how much the interior life of Barclay Hall may develop character. An irresponsible boarding-house is the bane of many a young life, and I take it that a well-regulated dormitory possesses advantages for a student which many a home does not afford.

In extending the objects of our College so as to include not merely intellectual development, but also the development of character and morals, we know we assume a responsibility which should not be taken up lightly. It would be easier far to say that we give so many courses of study, and
end our duties, for then we would be held to no accountability in public estimation for the lapses which will occur under any system. But as we hold that character is more important than intellect, so we cannot believe that it is right that young men in their formative age should be carefully trained in mind and wholly untrained in morals. Those wanting to study should have every opportunity, and those not wanting to study should have a little—well, encouragement to induce them to do so. So those desiring to do right should have provided for them all necessary helps, and those not desiring to, or indifferent to it, or inappreciative of the importance of it, should also meet with encouragement, similarly applied, and the college must not shirk whatever responsibility belongs to it in that line.

We cannot stop, and do not want to stop, our students from thinking about questions of faith and doctrine, which to us are hardly open questions. We believe that if a young man is honest and serious, and not influenced by a desire to make himself conspicuous and an object of concern to his elders, he will in no case ever be long satisfied with the form of infidelity prevalent for the time being; and after all that the College authorities can do to clear away doubt, we are reassured in the case of the honest student by the thought that “he that doeth the will of the Father shall know of the doctrine.” I trust too that the blessing of God may rest on the efforts of our officers, as in their individual capacities they labor as they are divinely commissioned to promote the spiritual interests of our students, and that the College arrangements for religious instruction and worship may tend to advance a distinctively Christian feeling, without which Haverford need not exist.

Everyone has heard of the bountiful bequest of Jacob P. Jones to our College. Not so many have read and con-

sidered the liberal and wise words of advice and counsel which accompany it. The acceptance of it commits in some degree, and very willingly, the College to its conditions:—

“In expressing the above wishes [conditions of his bequest] I am not to be understood as desiring that the Institution shall ever adopt rules which shall exclude children of parents who are not members of the Society of Orthodox Friends from the benefits of the Institution. On the contrary, my own views are that the true way to demonstrate the advantages of instruction by Friends is not to adopt the policy of excluding the children of others, as I fear has been too much the case in times past. Therefore, so far as my injunction can avail, I trust they will always freely invite such others to the benefits of the Institution; and I believe the Corporation will best prosper and carry out its work by opening its doors freely to all reputable and deserving youths, to whatever religious instruction they may have been subject before being received . . . My hope is that, under the blessing and favor of God, there will come from this source [his bequest] a revenue which shall be productive of growth and vigor to the Institution, as well as help, at this critical period of their lives, to many deserving young men of slender patrimony.”

We would hope that on the old cardinal virtues of the early age we can continue to build a structure in harmony with them; that the very atmosphere of the place may infuse high thought and scholarly resolve; that Science may be loved for her own sake, and followed with an ever-increasing enthusiasm by earnest devotees; that the function of officers may be to point the way to what is good and true and beautiful in intellect and in religion; and that every student when he graduates may bless the founders and sustainers of this place, in that it has opened his eyes
to the reality of culture, and lifted up his life out of the plane of the world, into the purer air of earnest consecration to some high ideal.

We enter upon our work with great confidence in Haverford's resources and full sympathy with its objects. We are sure of the co-operation of a liberal and devoted corps of Managers, of a well-trained and harmonious Faculty and a body of earnest students. We know that progress must be made. It is good neither for officers nor students to stand still; and yet we are not ambitious for great numbers. We would prefer to make everything complete, to extend our facilities for first-class work, to fill our Faculty with talented and sympathetic men, and to make the intellectual and moral tone of the place just what it ought to be. When we secure one hundred of the right sort of students and can do them full justice, then we shall be in a condition to grow normally. It is useless to set a limit; there is no necessary limit. It is true that for the perfecting of our work we still have to depend upon the liberality of our friends; but I feel that that is a factor on which we can count in the future at least as fully as in the past, and we shall have this advantage, that in the future, as we hope, it may go to improvements and not to deficiencies.

The outlook evidently is bright, and if we can so conduct the College as to receive the divine blessing, we may reasonably hope that it will not only continue an excellent institution of learning, but that it may also fulfill the desires so eloquently expressed by Daniel B. Smith and Jacob P. Jones.