THE INAUGURATION

OF

96319

WILLIAM LYNE WILSON, LL.D.

AS PRESIDENT

OF

Washington and Lee University

LEXINGTON, VA.,

September 15, 1897.

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INTRODUCTORY REMARKS BY JUDGE WILLIAM McLAUGHLIN, RECTOR OF THE UNIVERSITY.

PROFESSORS, STUDENTS, ALUMNI, AND FRIENDS OF THE UNIVERSITY:

We meet to-day on a most interesting occasion. We meet to induct into office the ninth President of the chartered existence of this institution. William Graham, George A. Baxter, Louis Marshall, Henry Vethake, Henry Ruffner, George Junkin, Robert E. Lee, G. W. Custis Lee and William L. Wilson, a galaxy of worth, learning, ability, heroism and eloquence of which any institution might well be proud.

Starting as a private classical school in the forests of Augusta county, under the instruction of Robert Alexander and continued under the patronage of John Brown, it has risen by successive steps to the chartered Academy, the College and to the University.

As a University it is well organized into twelve departments of study, taught by able, learned and faithful instructors. We have elevated the standard of scholarship so that our diplomas count with the best in the land. We have called to the presidency a man of national reputation, and under his administration we hope for an era of great prosperity.

In response to invitations to be present to-day we have received letters from educators, alumni and friends of the University all over the country, congratulating us upon this auspicious occasion.

We have not time to read all, but a few will be read by Professor H. A. White.

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ADDRESS OF PROFESSOR HENRY CLAY CAMERON, Ph. D., D. D., OF PRINCETON UNIVERSITY.

MR. RECTOR, YOUR EXCELLENCY, GENTLEMEN OF THE BOARD OF TRUSTEES AND FACULTY:

I thank you for the honor you have done me in requesting me to participate in the exercises of this most interesting occasion. When your Rector, the President-elect, and your committee called upon me last evening and requested me to occupy the position to which the President of Princeton University had been assigned, I at once declined. But the kindly manner in which the invitation was renewed, the circumstances of the occasion, the fact that I was an alumnus of Princeton and devoted to her honor, and above all that I was a son of Virginia, a native of the loveliest portion of this most beautiful valley, induced me to consent to make an extempore address.

I thank you, Ladies and Gentlemen composing this great audience, for the kindly manner in which you are now receiving me. None can regret more sincerely than I the absence, through sickness, of our brilliant president, who was to address you to-day. And, gentlemen of the Board of Trustees, when I think of the address he would have delivered in this place, and of the long-considered and carefully prepared addresses which the eminent educators who are to participate in these exercises will present to you, I feel not unlike the Roman gladiators as they entered the arena of the Coliseum, and standing before the assembled thousands in the presence of the Emperor, uttered their *morituri te salutamus*. And yet, when a son of Virginia treads again his native soil, Antæus-like he seems to gather new strength. As I stand here to-day the memories of my boyhood rush in upon me; pictures of the beautiful landscape, of the Blue Ridge and the noble Potomac come into my mind, my heart beats quicker, my whole nature thrills with emotion and my soul rejoices that I too can say "I am a Virginian"; and in all my years of absence I have

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never ceased to love, almost to idolize, her. The sons of Virginia are proud of her history, and feel for her a love deeper and stronger than that manifested by the citizens of any other State of this great country, this happily re-established Union. And are her sons not right in their pride and devotion to her, although to others these things may seem excessive? Glance at her history from the first settlement at Jamestown to the present day and consider what she has done for the nation, what influence she has exerted upon her sister States. Her Bill of Rights lies at the very foundation of many of the Constitutions of the States. She gave to the world the first written Constitution for the government of a free people. Her action in the great crises of the nation has been an example that has guided others. She has been rightly called the Mother of States and Statesmen. Her gift of the Northwest Territory to the United States was an example of magnanimity and love of country without a parallel. The great States formed from this territory are daughters worthy of their noble Mother whose pride they are. Her sons have ever been leaders among the statesmen of the land from Colonial times to the present day. Jefferson was the author of the Declaration of Independence. Madison, who was also an alumnus of Princeton, was the Father of the Constitution. She gave to the country a long line of Presidents, and that great man, Henry Clay, who would rather be right than be President, and who thrice saved the Union by compromise. And when Presidents ceased to come from within her own borders, others were taken from the States formed out of her splendid contribution to the nation, so that of the twenty-four men who have presided over the destinies of this great people more than one-half sprang from Virginia soil.

Or, if we look at the great military leaders, is she not here equally pre-eminent? The roll from Washington and Mercer through every war down to these last days is too long to call here, and in this presence I need not recall the names of those who once walked these streets and whose memory is here so justly and lovingly cherished.

Not in these things only has she been the leader. In the

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matter of education she was foremost. In another connection I once had occasion to trace the rise of colleges in America. I will simply state here that all the earlier colleges had a distinctly religious origin, and had in view particularly, although not exclusively, the education of young men for the Christian ministry. Ministers, wholly or in large part, and ecclesiastical bodies, were the founders; ministers were the first presidents. Another thing also is noticeable: all were of evangelical origin, founded by *Calvinistic* Christians, for the Thirty-nine Articles and the Reformed Confessions were in accord with the Westminster Confession of Faith and Catechisms. This founding of colleges was like a great pendulum. Harvard came first in Massachusetts in 1638, then the pendulum swung to William and Mary in Virginia in 1692, next to Yale in Connecticut in 1701, then to New Jersey in 1746, finally in 1756 settling at Princeton, ever since the Jerusalem of Presbyterianism. But as I said before, although it is not generally known, Virginia was the leader in this matter of founding colleges, and only the bloody Indian massacre of 1622, which swept away one-sixth of the Colony, destroyed the infant University which had been founded in 1619, the very year in which the House of Burgesses and the first General Assembly of Virginia met. This was before the pilgrims landed on Plymouth Rock, and seventeen years before the Massachusetts General Court "agreed to give 400*l.* towards a schoule or colledge," out of which has sprung Harvard University.

Sir Edwin Sandys, the Treasurer of the Virginia Company, had recommended the matter to the Company; "And he likewise moved and obtained, that ten thousand Acres of Land should be laid off for the University at *Henrico*, a Place formerly resolved on for that Purpose." This was intended, as well for the college for the education of *Indians*, as also to lay the foundation of a seminary of learning for the *English*. Considerable money was contributed for the purpose publicly and privately, and fifty men were sent over "to be seated on these College Lands, as Tenants at Halves. They were to have half the Profit of their Labour to themselves, and the other

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half was to go towards forwarding the Building, and Maintenance of the Tutors and Scholars." The early records of the Corporation of Henrico show that of the public lands "surveyed and laid out," there were "ten thousand acres for the University lands . . . . with other lands belonging to the College." In that bloody massacre of March 22, 1622, all the people on the College lands, including the instructors, were killed, this great enterprise was destroyed, and Virginia was thus deprived of the honor of establishing the first institution of learning in this country. Pardon this apparent episode; it is love for our native State that causes it.

The College of New Jersey (now Princeton University) received its first charter October 22, 1746, its enlarged and more liberal charter September 14, 1748, and sent forth its first class November 9, 1748. Nassau Hall, its chief, and for many years its only, public building, was the largest building in the Colonies at the time of its construction. This was long a popular name for the College. On October 22, 1896, the name of Princeton University was legally assumed at the sesqui-centennial anniversary of the granting of its first charter.

It was a peculiarity of Princeton that from its earliest days it became the mother of colleges. Go into New England, and there upon the hill that overlooks the city of Providence you will see an exact reproduction of Nassau Hall, looking down with quiet dignity upon the busy, thriving, and wealthy community below. James Manning, the first President of Rhode Island College, now Brown University, was an alumnus of Princeton (1762), and he modelled the curriculum of the institution on that of Princeton, as well as reproduced the building in which he had studied and taught. In the State of New York both Union and Hamilton Colleges were founded by sons of Princeton. In like manner Jefferson and Washington Colleges, now united under the name of Washington-Jefferson, acknowledged themselves as the daughters of Princeton. So Transylvania University in Kentucky, Nashville University and Washington College in Tennessee, the University of North Carolina, and other colleges in that State and in South Carolina were founded by graduates of Princeton and trace their

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origin to her. In Virginia, Hampden-Sidney was founded for Samuel Stanhope Smith, its first president, afterwards the distinguished president of Princeton, his Alma Mater. And now in this honorable roll of institutions which reflect so much honor upon Princeton, their mother, comes next Washington and Lee University, in whose increasing reputation and prosperity she feels the greatest delight. I am rejoiced that upon me has providentially fallen the pleasant duty of pointing out how strong are the bonds that connect mother and daughter.

The lower part of the Valley of Virginia or Shenandoah Valley was settled by Germans who came through Pennsylvania and across Maryland into this goodly land. But in the early part of the last century another tide of emigration began to flow into Virginia. These were the Scotch-Irish, as the Scotch who had settled in Ulster, the northern province of Ireland, were called, and some Scotch and English. Most of them came through Pennsylvania, many settling in the Cumberland Valley, others pushing beyond the German settlements, up toward the headwaters of the Shenandoah, and reaching the sources of the James. Some, however, and especially the pure Scotch, after the uprising in behalf of the Stewarts, in 1715, and Prince Charles' disastrous campaign of 1745 and the "greeting time," came directly to Norfolk, and settled south of the James or pushed up into the Valley, and ultimately into Western Virginia, and even as far as Kentucky. These Scotch-Irish and Scotch were mostly Presbyterians, of Covenanting blood in many instances, a strong, hardy, intelligent people, seeking civil and religious freedom. I need not speak to you of your ancestors or of their virtues. Their forefathers had learned from John Knox that next to religion was education. As soon, therefore, as these pioneers had cleared the land and built houses for their families and shelters for their domestic animals, they combined and erected churches, some of which are standing to-day. Not merely in New England did the school-house stand beside the church, but in this beautiful valley also. And the pastor of the church was usually the teacher. As population increased there was a demand for higher education and classical academies were established, and John Brown,

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of Timber Ridge, who there established his classical school, was a graduate of the College of New Jersey in 1749, before it was removed to Princeton. This school was merged into Liberty Hall, a name indicating the character of the people among whom it was founded. His class-mate, John Todd, also established a classical school at Providence, while assisting the Rev. Samuel Davies, afterwards the President of Nassau Hall, who, in a note to the remarkable sermon he preached just after Braddock's defeat, in view of Washington's escape, uttered that wonderful prophecy in reference to his career when he spoke of "that heroic youth, Colonel Washington, whom I cannot but hope Providence has hitherto preserved in so signal a manner for some important service to his country." James Waddel, whom, as the blind preacher, Wirt has immortalized in the "British Spy," was at that time studying theology with Mr. Davies, and also assisted Mr. Todd in his academy. But time would fail me to detail the connection of Princeton with these Southern colleges and Southern States.

It was in the year 1773 that William Graham was graduated at Princeton. He was a superior scholar in every respect, and while still a student had been a teacher in the Grammar School attached to the College. Having studied theology, he was licensed by the Presbytery of Hanover in 1775. When this Presbytery determined to establish a school for the rearing of young men for the ministry, Mr. Graham, upon the recommendation of the Rev. Samuel Stanhope Smith, subsequently President at Princeton, was appointed to conduct it, and began his labors in the classical school previously established at Mount Pleasant, near Fairfield. Subsequently it was removed to Timber Ridge, where buildings were erected for rector and scholars. Funds were raised, books were purchased, and the prospects of the institution were most encouraging when the Revolution burst upon the land and threatened the extinction of the incipient college. Mr. Graham after a time revived the institution, and finally transferred the school to his own home, nearer to this town. It was at this time that that eminent and godly man, Archibald Alexander, became one of his pupils, nay, the

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favorite pupil of his life. The name of William Graham, your first President, a son of Nassau Hall, constitutes the first bond of union between Princeton and Washington and Lee University.

Founded in 1776, coincident with the independence, the birth of the nation, and among a people enamored of freedom, it was well named LIBERTY HALL in its charter granted by the State of Virginia in 1782. Did the Father of his Country ever pronounce a greater eulogy upon any portion of this land than he did upon the upper portion of this beautiful valley in the darkest days of the Revolution? It was just before his retreat across the Jerseys and the wonderful turning of the tide of battle at Trenton and Princeton, when there seemed but little hope for success, that his courageous heart and undaunted spirit turned to these mountains, and at the close of a discouraging conversation with his beloved companion in arms, General Mercer, he remarked, "We must then retire to Augusta county [of which this Rockbridge was then a part], in Virginia. Numbers will repair to us for safety, and we will try a predatory war. If overpowered, we must cross the Alleghanies."

And what particular incident caused Washington thus to think of this valley in those dark days? Let me tell you the story, and you will understand his determination. In the vicinity of my native town and only a short distance from the house in which I was born, there bursts forth a large spring, which sends its waters into the Potomac only a mile away at the very spot where Rumsey invented and launched the first steamboat. When the embattled farmers "fired the shot heard round the world," it echoed through this valley and amid these mountains. Around this spring, ever since called the "spring of '76," there assembled a company of soldiers, brave men, lovers of liberty, who, under the command of Daniel Morgan, marched to help their brothers of Lexington (from which this town took its name) and Concord and Bunker Hill in the struggle for freedom.

These were the men who, beneath the historic elm at Cam-

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bridge, were the first troops to report to Washington "from the right bank of the Potomac." When he beheld their rifles and their hunting shirts, their faces and their stalwart forms, his look and his welcome showed how he valued their services and how his heart was cheered by their presence. The story of Morgan and his men and of their successors from this valley and of their services to the cause of liberty need not be repeated here. They have left us an undying example of devotion to duty and of love of fatherland worthy of unceasing imitation.

Rockbridge county was established in 1778, and when the call for troops was made, although he was now an ordained minister and pastor of the churches of Timber Ridge and Hall's Meeting-House, Mr. Graham made an address urging the militia to volunteer. When the work proceeded slowly he himself "stepped forth and joined the band; in a few moments the required number was completed," and he was chosen captain. His pupils sympathized with him in his patriotic views. The company was not called into active service, but some of his pupils were subsequently in the battle of Guilford Courthouse. When the British forces were at Charlottesville his patriotism again led him into the army as a soldier, while he also acted as chaplain.

At the close of the war the Legislature of the State, in October, 1782, passed an act incorporating Liberty Hall Academy, giving the trustees power to grant to students "testimonials, under the common seal, reciting their literary degrees." A small building was erected on an eligible site given by Mr. Graham and some of his neighbors; tutors were employed to assist him, instruction was resumed, and the course of study was the same as that of Princeton, even Dr. Witherspoon's manuscript lectures being copied and used as a text-book. This town of Lexington had just been founded and named after that town where was shed the first blood poured forth for liberty and independence, and Mr. Graham became the pastor of the first church established here. The influence of the war affected injuriously the character of the young men, and funds were

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needed, and Mr. Graham was much discouraged. But the great revival of religion in 1789, in which Mr. Graham participated actively, and which spread over this and the adjoining States, was a great blessing to the institution and this whole region. Mr. Graham now added to his duties that of Professor of Theology, and conducted this new department, and among these students were some who became very prominent in the church. If Princeton gave you your first President, you have more than repaid her by the gift of Archibald Alexander, the favorite pupil of William Graham, who, when the Presbyterian Church established its Theological Seminary in Princeton, was appointed Professor of Theology in that institution. The blessed influence of that great and good man is simply incalculable. Mr. Graham resigned his position as Rector in 1796, much to the regret of the trustees, and removed to the western part of the State in the hope of improving his financial condition, which he did not accomplish, but died June 8, 1799.

Forty-four years afterwards Dr. Archibald Alexander pronounced a remarkable eulogy upon his old instructor. I presume there are none here who can recall that touching scene. He had attended the Commencement in the morning and opened the exercises with prayer.

In the afternoon the audience again assembled to hear Dr. Alexander. The heat of the summer day, the effort of speaking, "coming after the fatigue and excitement of the morning, were too much for an aged man." But I would do better to quote the account of one who was present at the scene. "He faltered in the midst of his discourse, grew pale, stopped and sank back into his seat, every heart beating quick at such an interruption. In a few moments he rose, and renewed the effort; but it would not do. It was not long before he gave way, and had to be carried out of the house in his chair. I had listened in painful anxiety from the time that he had commenced again, and the feelings of the audience were now all absorbed in concern for him. Who could tell but that the cords of an aged and feeble life, too tensely stretched, might suddenly snap, and the scene wind up with a melancholy and thrilling event.

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"Friends gathered around him, and begged that he would leave off, suggesting that with his consent the address would be printed. He declared his intention of going on. It was then suggested that the rest should be read by some person for him. But no, he persisted strangely, and as it almost seemed, obstinately. What was the secret of his pertinacity? He had an office to perform, he had a tribute to pay on that last occasion. And there, under the shadow of the old church, surrounded by the descendants of his own paternal family, and of his contemporaries, amidst the tombs of his own generation, and within a few yards of his own parents, he sat and read his tribute to Mr. Graham, the audience clustering around him and hanging with fixed and tearful attention on his closing words. He sketched the character of Graham, spoke of his services to the cause of learning and religion, and concluded with a few impressive remarks, in which he spoke of himself as the sole survivor of the whole number of officers and students connected with Liberty Hall at the time of his entrance, and for two or three years afterwards, and exhorted those about him, as one who never expected to see them again, to seek salvation through the infinite merits of a Redeemer.

"The address has been printed. But it needs that one should have been present to feel the full impression of it as delivered.

"That face and form, that group, the old church, the churchyard with its monuments, all seen amid the lengthening shadows of declining day, formed a scene for a painter's pencil. It was a most striking and appropriate picture for the last page of such a man's pilgrimage to the place of his birth and of his fathers' graves."

Mr. Graham was not only a fine classical scholar and an able theologian but he was interested in Science, and delivered lectures upon the subject to the students and to any who wished to attend. As he was sometimes without assistants, he was prepared to give instruction in any department of the College curriculum. Next to theology he gave his attention to the Philosophy of the mind, and it was the opinion of Dr. Alexander that his "system of mental philosophy was, in clearness

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and fullness, superior to anything which has been given to the public, in the numerous works which have recently [down to 1843] been published on this subject." In fact, it was Graham's system that Dr. Alexander himself embraced and taught. William Graham, then, is the first bond of union between Princeton and Washington and Lee University.

As I said, there are few now living, probably none here present, who can recall that touching scene. Pardon a personal allusion. I am almost certainly the only pupil of Dr. Alexander present in this great audience to-day. I had the privilege and the honor of being a member of the last class to which he gave the full instruction of his first year's course. Well do I recall his figure; his clear, sweet and penetrating voice, with almost angelic sound as it announced the heavenly message; his eye, which seemed to penetrate and read one's inmost soul. How we hung upon his lips and treasured up his words of wisdom and of truth! Save his beloved successor, Dr. Charles Hodge, no man exerted so much influence upon the Presbyterian church or accomplished in it more of good by training successive classes of ministers for nearly forty years. Well do I recall his personal kindness to me, for as a Virginian he manifested a special interest in me which I can never forget. I had from his own lips an account of his first sermon, preached in a private house (Mr. Feely's) near Battletown (now Berryville), and most unexpectedly to himself. It was a most beautiful day in October, and he said that as he stood near the open door he could see the long line of horses of the people who had gathered from far and near, attached by their bridles to the overhanging branches of the trees. His text was, "Wherefore the law was our schoolmaster, to bring us unto Christ." Remembering that Battletown was so named because of General Morgan's numerous exploits there at fisticuffs on almost every public occasion, I remarked, "Why, Doctor, you must have had General Morgan in your audience." "Oh! yes," he replied, "he was seated just in front of me." I thank God that I was ever under the instruction of Archibald Alexander, a son of Virginia, the favorite pupil of William Graham, the

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first professor in Princeton Seminary, the pride of Lexington, the boast of this University.

In St. Paul's Cathedral in London, over the tomb of Sir Christopher Wren, the great architect who crowned its massive walls with its mighty dome, is this inscription:

Si Monumentum requiris, circumspice.

So with William Graham; his name may not be written on your walls, no stately column may mark the spot where his body lies. But look around you and behold in this University which he founded, and in the influence it has exerted upon the church and the State and the blessings that it is destined to confer, the monument that will perpetuate his memory forever.

But there is a second bond, a more illustrious name than that of Graham, which unites Princeton and Washington and Lee. It is that of the father of his country, of Washington himself. Beyond the borders of Virginia there is perhaps no place more intimately connected with Washington than Princeton. Never was Washington throughout the whole Revolutionary war in greater danger than in the battle fought there January 3, 1777, in which that devoted patriot and gallant soldier, General Hugh Mercer of Virginia, gave his life for his adopted country. When the battle was against our army, and Washington's commanding and cheering voice failed to rally his troops, he rushed between the lines, and reining in his horse, he sat motionless, facing the foe and exposed to the fire of both armies. It seemed impossible for him to escape death. But when the shots rang out and the smoke ascended, the enemy were flying, the day was ours, and Washington was safe. Again was Davies' hope, nay prophecy, fulfilled that Providence had preserved Washington in so signal a manner for some important service to his country. The battle of Princeton was the crisis of the Revolution; defeat there would probably have ended the struggle, and our independence would have been lost. The tide of war, hitherto against us, now turned in our favor, and with some interruptions ever flowed on until at Yorktown, in our own beloved Virginia, under the light of God's favor,

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our enemies were overwhelmed and Washington achieved our Independence and the revolted colonies became a Nation.

But Washington was connected with Princeton not merely by reason of this battle. The war had closed and formal peace was approaching. In consequence of some disturbance among the soldiers and threats against the Supreme Executive Council of Pennsylvania, the Continental Congress adjourned to Princeton and met in Nassau Hall, which still bore the marks of cannon balls upon its walls and the evidence of its hard usage as barracks and hospital by both the British and American troops. Washington came to Princeton by invitation of Congress and attended its sessions, making reports and giving advice as to the army. The only college commencement that Washington is known to have attended was at Princeton, on the last Wednesday of September, 1783. Dr. Elias Boudinot, a trustee of the College, was the President of Congress. As a compliment to the College, to their own President, as well as to the President of the College, who had recently been one of their own members, Congress determined to adjourn and to attend the Commencement, which was held in the First Presbyterian Church, which had suffered much damage from the war. The whole of the Congress, the Ministers of France and Holland, and Commander-in-chief of the American army, were on the stage with the trustees and the graduating class. Ashbel Green, one of the two revivers of the American Whig Society, the Literary Society in the College, founded by Madison, who was now present as a member of Congress, had the honor of delivering the valedictory oration, which concluded with an address to General Washington. Young Green, who was afterwards a Chaplain of Congress and President of the College, put forth all his powers in preparing and delivering his oration. Washington was ever as modest as when, in the beginning of his career, he attempted to reply to the eloquent address of thanks by the Speaker of the House of Burgesses for his distinguished military services, and only "blushed—stammered—trembled, and could not utter a word;" while the speaker said, "Sit down, Mr. Washington; your modesty equals your valor,

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and that surpasses any language I possess." As young Green addressed him, the General colored as a young maiden might blush at the compliments paid her. Dr. Green, in his autobiography, thus writes: "The next day, as he was going to attend a committee of Congress, he met me in one of the long entries of the College edifice, stopped and took me by the hand, and complimented me on my address in language which I should lack his modesty if I repeated it, even to you. After walking and conversing with me for a few minutes, he requested me to present his best wishes for their success in life to my classmates, and then went to the committee-room of Congress." Mr. Green gave his manuscript to the editor of a newspaper, who published it. He tried vainly to secure a copy of it, but died without the sight of it. After more than one hundred and twenty years of waiting, a bound volume of several years of the paper was found, and in it was the long-lost valedictory. At the annual meeting of the Whig Society, of which I am a member, I had the pleasure of reading to the Society young Green's address to Washington.

While Washington was in Princeton the trustees of the College requested him to sit for his portrait by Charles Willson Peale. He complied with the request, and the artist has very happily introduced the portrait of General Mercer, the fellow-soldier and friend of Washington, who was mortally wounded at the battle of Princeton. The picture was placed in the frame from which a cannon-ball that entered the College chapel tore the portrait of George II., under whom the College received its charter, given by Governor Belcher, and who also suggested the name of Nassau Hall for the building. Washington himself gave "fifty guineas, which he begged the trustees to accept as a testimony of his respect for the College," for which the trustees directed their committee to "present to him the thanks of the Board for this instance of his politeness and generosity."

Nassau Hall has been burned down twice, and that picture has each time been saved. Pardon me for saying that upon the last occasion I summoned others to assist me in breaking open the door of the old chapel, which had been transformed

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into a picture-gallery, insisted upon the removal of that picture and received it with my own hands.

Washington was a great friend and admirer of Witherspoon, with whom and Richard Stockton and Benjamin Rush, graduates of the College, and all three signers of the Declaration of Independence, he had served in the Continental Congress. He always called upon Dr. Witherspoon when he visited Princeton, and he was his guest on his journey to New York to assume the position of President.

He continued to manifest his regard for Princeton after he became President. From her alumni he selected two Judges of the Supreme Court, Oliver Ellsworth of Connecticut, as Chief Justice, and William Paterson of New Jersey, as Justice. His first Attorney-General, William Bradford of Pennsylvania, was an alumnus of Princeton, as was also Charles Lee of Virginia, the successor of Bradford.

In the Father of his Country, who gave this institution its first endowment, in the matchless name of Washington, do I find the second bond of union between Princeton and this University.

Washington was not only great and modest, but also unselfish, generous, magnanimous. It was in the closing year, if I mistake not, of the administration of William Graham that he manifested his regard for this institution of learning, then styled Liberty Hall. In accepting his unanimous election as Commander-in-chief of the army by the Continental Congress, he said: "As to pay, I beg leave to assure the Congress that, as no pecuniary consideration could have tempted me to accept this arduous employment, at the expense of my domestic ease and happiness, I do not wish to make any profit of it. I will keep an exact account of my expenses. Those, I doubt not, they will discharge, and that is all I desire."

In the year 1785 the Legislature of Virginia unanimously appropriated fifty shares of the Potomac Company and one hundred shares of the James River Company, which had been formed by the States of Maryland and Virginia, chiefly through his influence, for the improvement of the navigation of these rivers. This donation was made as a testimony of gratitude

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for his services and a mark of respect, "to the end that, while the great works he had promoted would remain monuments of his glory, they might also be monuments of the gratitude of his country." Washington was placed in a most delicate position. He could not violate his principle of action by accepting any personal emolument, nor would he seem ungrateful for the kindness of his countrymen by refusing the gift of his State. To relieve his embarrassment the Legislature changed the act so as to allow him to apply the proceeds to any object "of a public nature" in such manner as he should direct. After much consideration he decided that the Potomac shares should be reserved for a National University in the District of Columbia, and so ordered in his will. After action by the Legislature, and the official statement of Rector Graham and the Trustees, he determined to give the hundred shares of the James River Company for the use of Liberty Hall Academy in Rockbridge county. Its name was changed to Washington Academy in 1797, and by the act of the Legislature the Academy became a College, the Rector a President, and the name of Washington, so dear to Princeton, was given you forever. Thus, then, Princeton and Washington College were united in a two-fold bond.

But there is still another bond of union. In that remarkable class of 1773, composed of only twenty-nine men, thirteen were ministers of the Gospel, five of these being presidents of colleges, two were physicians, six served in the Army of the Revolution, two were members of Congress, two were Senators, and three were Governors of States, some indeed holding double positions. The most brilliant one of them all, however, and who constitutes the third bond of union between Princeton and Washington and Lee University, is that eloquent orator, that dashing soldier, that favorite of Washington, the gallant "Light-Horse Harry" Lee, the hero of Paulus Hook, of Guilford Courthouse and Eutaw Springs, whose son and grandson have so ably presided over this University. He was as eloquent as he was brave, and when a member of the House of Representatives he was fitly chosen to pronounce the funeral oration over the Father of his Country, FIRST IN WAR, FIRST IN PEACE, AND FIRST IN THE HEARTS OF HIS COUNTRYMEN.

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Do we not find in these three names a triple bond of union between these two Universities, a THREE-FOLD CORD not quickly broken? *Nay, never to be broken.*

A generation ago you chose to preside over this University the son of "Light Horse Harry" Lee, one who not only bore an historic name, but who by his courage, his gallantry, his military genius, had vindicated his claim to stand in the front rank of great military leaders, and won the admiration of the world by his talents and his character. Like Washington, he was ever guided by a high sense of duty, and that he followed without reference to self. He was President of this institution for only a few years, but he has left upon it an imprint that can never be effaced, for his memory will ever be gratefully cherished here. He sleeps beneath yonder white marble statue, whose material is a fit emblem of the unspotted purity of the character of that great and good man, Robert Edward Lee. It was meet that when he passed from earthly labor his name should still be honored here and be united with the best of all human names, that this institution should be forever known as WASHINGTON AND LEE UNIVERSITY.

Gentlemen of the Board of Trustees, I congratulate you that when your late excellent President, who succeeded his distinguished father, retired after a successful administration of twenty-five years, you were able to select a gentleman so admirably qualified for the position by his ability, his attainments and his experience. By reason of his distinguished public services his name has become a household word in the land, and men of all parties, however much they may differ from him in their political views, delight to do him honor as a man and a statesman, bearing glad testimony to his character and his worth. Under his skillful guidance you may confidently expect a still brighter career and ever-widening influence for good to the University committed to your guardian care.

To you, Mr. President, a native of my own county, I offer my most sincere congratulations and my best wishes. You do not enter upon the work of instruction as a novice, for you have ably filled a professor's chair for years. As a lawyer you have

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come in contact with the world of business; as a statesman you have had control of the most important questions of revenue and finance affecting the very life of the nation; as a Cabinet officer your executive ability has been most thoroughly tested. Rarely has any one with such varied experience been called upon to preside over an institution of learning. May you be successful in your arduous duties, having ever before you, besides the sense of duty, those three *names* that constitute the three-fold cord that unites Princeton and Washington and Lee, and take as examples those three *men* whom this University ever delights to honor, its first President and the two who in inseparable union give title to Washington and Lee University.

And now in conclusion, gentlemen of the Board of Trustees, let me present to Washington and Lee University the salutations of Princeton University, whose close relation to this institution I have endeavored without premeditation to present by hastily drawing upon the stores of memory. Colleges are usually represented as sisters, and should therefore manifest their sisterly feeling and deep interest in one another's welfare. Because of their relation they have a common likeness,

> Facies non omnibus una,
> Nec diversa tamen; qualem decet esse sororum:

hence there must be affection.

But this is not the feeling that Princeton entertains for Washington and Lee. It is of a higher and holier kind; it is that of a mother for a daughter in whose beauty she sees no rivalry, but only her own reflected charms. From the battlefield of Princeton, upon which God looked down and gave our fathers victory, from Nassau Hall baptized in the fires of the Revolution, in which was received the news of peace and whence was issued the proclamation of National Thanksgiving to Almighty God for Independence achieved and the Nation established, from that building still redolent with the memories of Washington, does the mother, rejoicing in the triumphs of her well-beloved daughter and with the brightest hopes for her future, send to this fair daughter of whom she feels so proud, her hearty congratulations and the assurance of her ever-abiding love.

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ADDRESS OF CHANCELLOR JAMES H. KIRKLAND, LL. D., OF VANDERBILT UNIVERSITY.

MR. RECTOR, GENTLEMEN OF THE BOARD AND FACULTY, LADIES AND GENTLEMEN:

I esteem it a great privilege to share in the festivities of this hour and to bring you greetings from your sister institutions of the South and West. The importance of this occasion is felt throughout our whole country, and to many others besides the audience here gathered is this a time of rejoicing. With this hour a new chapter of history begins for Washington and Lee University, and I may add my belief that a new day dawns for Southern education. I congratulate you, Mr. President, that it is at your feet that all this homage is laid. You have been found worthy to guide the destinies of an institution that has enjoyed the fostering care of the very greatest of America's citizens and the noblest of Virginia's sons.

Coming as I do from an institution that has hardly lived out its first quarter of a century, a feeling of reverence comes over me as I stand amid surroundings so rich in historic suggestions and inspiration. And yet, in this hour we look to the future, not to the past. Great as is the work which has been done here in the years gone by, the work of the future must be greater. Traditions, sentiments, historical associations, must be turned into active, living forces. The past must be ever with us, controlling guiding, inspiring to a larger present. The rich heritage of Washington and Lee University will, I am sure, never be used to foster pride and excuse indifference; the memories of the past are the pledges of your future greatness.

No fact in the educational world is clearer than that changing conditions bring continual changes in the organization and work of colleges and universities. New problems come with each new day. New opportunities bring new responsibilities. Your honored guest from Princeton University comes from an institution that has enjoyed one hundred and fifty years of life; but the Princeton of to-day is a far different in-

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stitution from the Princeton of those early days. The history of Washington and Lee University tells a similar story. Augusta Academy, Liberty Hall Academy, Washington Academy, Washington College, are the steps by which you have climbed to Washington and Lee University; and though your name may now be steadfast, your work will change from year to year. I congratulate the trustees, the faculty and friends of this University that they have found a leader so competent to mold the destinies and guide the life of this institution. The time would be too short for me to discuss the qualities that go to make up the ideal college president and to show how fully they are united in your newly-elected chief, but it does occur to me that there are some especial obligations resting upon the educational leaders of the Southern States at the present time which render the selection you have made peculiarly fortunate and appropriate.

I know no field in which a wise statesmanship and an enlightened patriotism can find nobler employ than in the colleges and universities of our land. True as this may have been at all times, it is peculiarly true at the present time. We have been inclined to limit too much the sphere of true patriotism. Not merely on the field of battle or in the combats of the political arena is manifested true love of country. "God bless our native land" the lips of childhood sing in simplest prayer, and the same words form the petition of tried manhood when added years have given them richer and fuller meaning. The mental picture that lies back of the simple words "our country" is a composite one, made up of various complex elements. There is implied in these words the home of childhood, with woods and hills and stream, the old school-house, with grape-vine swing, and bubbling spring, and teeming play-ground. There, too, is college life, with its memories indelibly fixed and its influences forever potent and permanent. There is the early business or professional career, the days of toil and struggle, the victories and defeats of maturer manhood. They do err exceedingly who associate the words "our country" solely with vast extent of territory, with veins of silver and gold, with mines of coal and iron, with teeming fields, with shrieking engines, with sails

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dotting every lake and filling every port. Such signs and prophecies of material wealth do not constitute our country any more than fretted ceiling and frescoed walls and rarest furnishings can make home. It was Emerson, I believe, who said that "the true test of civilization is not in the census, nor the size of the cities, nor the crops, but the kind of men the country turns out." Realizing this truth, conscious that Americans must prove America's greatness; that the fairest jewels we can exhibit to the world are the sons and daughters of our land, it follows that he is the truest patriot who is engaged in the work of improving our civilization and spreading culture. Thomas Jefferson ordered to be engraved on his tombstone the epitaph, "Author of the Declaration of Independence and Father of the University of Virginia." Worthy and just association of ideas; for though we declare our country's independence and greatness with all possible emphasis, still these can be permanently assured only through the work of education. Nearer to us still stands the example of Virginia's peerless son, the immortal Lee, whose name I call in this presence with bowed head and reverent heart, who, after offering to his State every gift within his power, found in the service of this institution the opportunity of supremest consecration to his fellow-man and loyalty to the South that he loved so well. Forever hallowed be the spot where his ashes rest, and sacred be the halls consecrated by so divine an example of loving labor.

The present time is a suitable one for colleges to do a great service to our country, not only by fostering indirectly the spirit of patriotism, which colleges always do, but more directly by emphasizing certain studies that play an important part in preparing young men for public service. The great questions now before us are economic ones; they have to do with the tariff, with financial legislation, with the various questions arising from the wealth and power of corporations. It is not too much to say that these questions are more difficult of solution than even the great slavery question, which our fathers had to consider and settle. These problems demand careful study

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and expert examination. In most of the countries of Europe the opinion of trained specialists is highly valued and generally followed. In America scholarship counts for little in the management of the affairs of State. Sad it is to relate that we have few politicians who are experts, though we have many expert politicians. Surely our colleges and universities can do something toward the establishment of sound economic ideas and an intelligent patriotism.

Another task particularly appropriate for Southern institutions is the preservation and publication of the historical records of the South. There is a vast amount of material lying unused and perishing rapidly all over the South in the shape of letters, papers, old newspapers and public records. All this ought to be gathered into the libraries of our colleges and made the basis of careful study and scientific investigation. By such means we may hope some day to have a true history of the South compiled. The world is suspicious of our silence, and attributes it either to intellectual dullness or a sense of unworthiness. The following sentence is taken from no less important a work than the Encyclopedia Brittanica: "In the world of letters at least the Southern States have shone by reflected light; nor is it too much to say that mainly by their connection with the North the Carolinas have been saved from sinking to the level of Mexico or the Antilles." We may answer such statements with ravings and abuse, but that will not mend matters. We need less passion and more intelligent labor; less self-glorification and more practical demonstration of the best that is in us. This is the work that stands waiting for Southern colleges to do, and it is a work we owe our country and the heroes of the past.

If I may briefly notice another point, I would call attention to a sphere of labor where Washington and Lee University is already making herself felt with great advantage to this State and to the whole South. This is pre-eminently a day of united effort. Co-operation easily effects what individual strength is powerless to carry out. This is true in educational matters as well in business or politics. As a consequence, colleges and

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universities are getting closer together and educational associations are being formed in every quarter. Through these instrumentalities a great work is being done; educational reforms of various kinds have been projected; improvements in the work of schools and colleges carried out; and a general sympathy established between all parts of our educational system. It was the National Educational Association that brought out a few years ago the famous report of the Committee of Ten, and since that time the questions suggested in that report have been taken up, examined, and discussed by organizations in every part of the land. We cannot magnify unduly the good that has been done through the association of schools and colleges in New England; also through the one of the Middle States and Maryland, and through the commission of colleges in New England. The work of schools has been clarified and defined, and the relation of school to college made plain. Colleges have been brought nearer together in their requirements for admission and in methods of work, and consequently academic degrees have acquired a definiteness of significance that adds to their value. All this means more work and better work. The enrichment of the college course is the enrichment of life. We now send out young men with more vigorous bodies and keener intellects, and, I hope, with a deeper and richer moral culture. Along the lines I have mentioned there is the possibility of establishing something like a national system of American education. In this way we may do for our country something of the work that is done in Europe by councils of state and ministers of education. More than any other part of the Union does the South need such ministrations. Here the diversity in requirements for admission to college is greater, the standard of college work more varied, the number of high schools and academies smaller, the relation between schools and colleges less intimate and cordial than anywhere else in the whole United States. Educational imposters and charlatans ply their trade with brazen effrontery and laugh at exposure. The boom town that had already established a Methodist University and a Baptist University, and

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had the logs cut for a Presbyterian one, may not have been located in Virginia, but it was certainly in the South. Our better colleges must join hands in this holy war, and put the South in line educationally with the rest of the Union. And to whom may we more confidently look for direction and assistance in this work than to our honored friend, whose leadership has already been tried and approved, and under whose banner a whole host is ready to enlist.

I may seem, Mr. President, to have transgressed the bounds of hospitality in emphasizing so strongly the work we expect you to do. I have done so through a profound conviction of the importance of that work and an abiding faith in your wisdom and strength. After all, the truest benefactors are not those who bring gifts in their hands, but those who furnish work for the world. We look to you, as you enter on your new duties, with confidence and hope. May you always have the assistance of a sympathetic Board, a united Faculty, and a loyal student body. You have lead the hosts of a great political party to victory; you have heard the plaudits of a nation ringing in your ears; now you will learn how much sweeter are the tones of a college yell; how much pleasanter it is to enforce duties than to relax them, to give protection to the minds and hearts of these young men than to remove protection from their food and clothing. May your bow long abide in strength. May you find on these peaceful grounds a richer field of labor than you ever found in the halls of the capitol or the cabinet chamber of the United States.

This institution has been endowed with the contributions of Washington and the far richer gift of the life and memory of Lee. The labors of that great chivalric knight, that Christian hero, Virginia's noblest son, stand fast and his works do follow him. The ministry of son has enriched the deeds of the father, ond now it is yours, Mr. President, to build on the foundation they have laid. May you build worthily and grandly—a noble monument to your own memory—for the good of your State, for the help of the South, and for an eternal blessing to our common country, which we love better than any section or any State.

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ADDRESS OF PRESIDENT DANIEL C. GILMAN, LL. D., OF JOHNS HOPKINS UNIVERSITY.

I bring to the State of Virginia a cordial salutation from the State of Maryland; to Washington and Lee, the congratulations and good wishes of institutions new and old, her elders and her juniors, on the other side of the Potomac. With you we rejoice that, in beginning a second century, with the illustrious names that form your title, you associate the name of one upon whom the plaudits of the present generation have been bestowed—a scholar, who brought into the forum the discipline and knowledge acquired by study; a statesman, who returns to academic life with experience and wisdom derived from public life; a scholar and statesman, whose rare ability has been concentrated, without a momentary halt, without partisan reward or financial gain or selfish anticipations, upon the advancement of those principles which were to him the highest interests of his countrymen.

When a new commander, in a critical period, takes his place at the head of a regiment of scholars, in the sight of educated men and women assembled from afar, in the presence of recruits eager for the fray, it is natural for a veteran to recall the phrases of the camp, the watchwords, the mottoes, the cries, the notes of warning and of success which, received from others, have inspired and strengthened him.

One of these notes I often repeat, because it is suggestive and venerable—the style by which the Mother of Universities was designated many centuries ago. That great organism whose influence extended from Paris to Oxford and St. Andrews, and from thence to our own Harvard, William and Mary, and Yale—that great institution, famous for the eloquence of Abélard and the learning of Gerson—was called a Society of Masters and of Scholars. That defines a true university, *societas magistrorum et discipulorum.* Teachers, guides, authorities, there must be in a seat of learning, men of scholarship, genius, and of quickening powers, or it will not be

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influential, or even respectable. Learners, disciples, recipients, and candidates there must be, docile, faithful, and of talents, or it will not be fruitful. Such teachers and scholars are not bound together as taskmasters and slaves, as jailers and captives, as scourgers and drudges, but as associates, inquisitive, co-operative and resolute, devoted to the formation of intellectual habits, the enjoyment of a literary heritage, the advancement of knowledge, and the reiteration of doctrines which lie at the foundation of Church and State.

When Plato introduces his dialogue on the Republic by a scene in the house of the aged Cephalus at the Piræus, where Socrates was professor, and the class was composed of Glaucon, Polemarchus, and others who had been attending a religious festival, he suggests a little university, without libraries and laboratories, it is true, but with a master whose words, as reported to us by Plato, have burned and shone through subsequent ages. Here may be traced the inspiration of Cicero, St. Augustine, and Sir Thomas Moore. Here, too, may be found that earliest treatise upon Education, of which the writings of Milton and Locke, Rousseau, Jean Paul, and Goethe are the legitimate descendants. Jowett, a modern Platonist with Socratic bias (from whom all these allusions are taken), speaking for himself, declares a truth of which all college men are conscious, that the great charm of universities, which gives them such a hold on after life, is that they form a society in which mind is brought into contact with mind, and there is conversation and enthusiasm for knowledge and united help in study.

The true university does not depend upon "cloistered aisles," or a beautiful "campus," nor upon instruments of precision, nor upon examinations and degrees, but on the conference, face to face, of mind and mind. There is an old French *mot* (attributed to Buffon) which says of eloquence that it is the body which speaks to the body—*C'est le corps qui parle au corps;* but it is still more true that education is the action of one person upon another. Books and journal are indispensable; laboratories, museums, and observatories are powerful auxiliaries;

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correspondence is not without utility; and the value of lectures cannot be questioned—certainly not by those who heard last winter the voice of Brunetière, heir to the traditions of Guizot, Villemain and Cousin. Nevertheless, the lasting, telling winning influences of a university depend upon the discipline which pupils derive from daily, familiar, oral intercourse with their masters. The eyes, the tone, the pause, the emphasis, the gesture, the searching Socratic question, the shaft of irony, and the salt of encouragement convey instruction far more rapidly than the typographical devices of dictionaries and text-books, capitals and italics, synopses and indexes which a library provides. It is not the telescope nor the microscope which make discoveries, but the eye and the hand that follow the lessons of other eyes and hands. The text, the manual, the code, the sacred books themselves increase in potency under the timely and personal influences of an interpreter.

It was a little country college in eastern France where Pasteur's life was begun; it was a little country college at Metz where Tocqueville received that classical discipline which preceded his studies of American democracy. It was a little country college, away down East, which at one birth gave to American literature its most popular poet and its greatest master of English prose. It was a little country college in the Berkshire hills from which America's foremost philologist came forth. It was the undeveloped little colleges of the day which contributed to the formation of our Union, Washington, Adams, Jefferson, Hamilton, Madison, and Marshall. In a country law-school, on a hill-top of Connecticut, John C. Calhoun and hosts of the leaders of the bar, in the early part of the century, received their training. It was Dartmouth which drew from Daniel Webster before the Supreme Court in Washington that familiar and pathetic passage: "It is, sir, as I have said, a small college, and yet there are those who love it."

If we now admit that a university does not depend upon numbers, whether of acres, buildings, books, students, or base-ball trophies, but on a few great men, unknown perhaps to the outer world, recognized, where known, as strong in understand-

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ing and behavior, we may well proceed to inquire why the scholars' guild should receive munificent support, why should churches collect such generous sums, States tax themselves for the promotion of learning, poor men and women deny themselves comforts to educate their nearest kin, and generous benefactors give their fortunes for the endowment of schools, colleges, and universities? Often as these questions have been asked since popes and emperors, as the leaders of the Renaissance, set the example, and since John of Balliol, William of Wykeham, and Cardinal Wolsey made the great benefactions which still enrich the University of Oxford—often as these questions have been discussed, each institution in its turn, each president in succession, can give a fresh reason why now as well as then, here as well as there, by you as by them, wealth should be consecrated to the promotion of knowledge and the higher education of youth.

The answer is obvious. The progress of civilization has given to this age a vast amount of important experience, an infinitude of scientific discoveries prolific in usefulness, a complexity of social, jural, and international affairs, a diversity of pressing requirements, a possibility of rapid, innumerable, beneficial achievements, universally serviceable, which call for strong men as expositors and interpreters, as discoverers and researchers; and every strong man must have strong adjuncts, and they must have manifold, expensive, and varied apparatus constantly renewed. The day has gone by when a shepherd boy with his sling can conquer an army by slaying one foe, though that foe be Goliath. The University of Athens no longer flourishes in the dwelling-house of Cephalus or in the groves of Academus. Claiming, therefore, a generous support from the public, let us, my brethren, on this public festival, repeat our creed.

First, we cling to the love of Letters, the *literæ humaniores*, the humanities of our scholastic glossary, the history, the philosophy, the poetry, which our race has inherited from the fathers.

Second, we believe in Science and are indissolubly united for the advancement and diffusion of every sort of knowledge.

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Third, we look forward to the simplification of religious faith and the supremacy of those Christian doctrines which transcend denominations and sects.

Fourth, we are bound to study the functions of the State, the conditions of public prosperity, and to bring the experience and wisdom of the world to bear upon the political and social problems which occasion solicitude to every patriot.

These are our four watchwords, Letters, Science, Christianity, and Politics.

Politics I named last because I wish to dwell upon the obligations of a university to the Commonwealth.

Democracy has been established in America by the opportunities, experience, and legislation of more than a hundred years, and democracy in every European state is taking courage from our successes and warning from our errors. Our example, for better, for worse, is before the nations. Notes of dissatisfaction and of discontent with republican institutions are heard more frequently at home and abroad than they were in the early years of this century. Criticisms of the management of foreign and domestic affairs have been pointed and searching. False conceptions of the functions of government have become current. Heresies respecting the nature of money are prevalent. The Jingoes are loud and frequent in their cries. Municipal government is palsied. It is even questionable whether legislation as now conducted is a real expression of the wishes of the people. With abundant resources and unquestioned honesty in administrative details, the general government, for want of proper legislation, has been brought to the verge of bankruptcy. Discontent has been in the saddle, and anarchy has been lurking behind the hedges. All this is recent history.

In these anxious days there is a bright light. It is the energy, the honesty, and the intelligence of the educated young men of the country who are turning to politics. I well remember that in the great campaign of 1896, a leading speaker took a very different view of the situation, and scoffed at the idea of going beyond the rank and file, the bone and sinew, for politi-

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cal instruction. But he did not represent the people in whose behalf he spoke. The people more and more are looking to fearless, independent, non-partisan leaders, to educated men who have become acquainted with the experience of other nations, made political science a study, and deduced from the mazes of public finance true monetary principles. Where can such men be found if not in colleges and universities, and in those they send forth to promote the public weal?

Institutions of learning are like the beacons and life-saving stations of the coast. They concentrate the knowledge of the past upon the perplexities of the present, propose relief to those in peril, proclaim the facts of history and suggest the methods of dealing with those facts—so that the people may add knowledge to their intelligence and wisdom to their knowledge. The keeper of a lighthouse is not responsible for the fogs which hover about his beacon and the storms which fiercely howl; nor for the action of the pilots, nor for the charts, compasses, courses or cargoes of the ships that are passing in the night; but he is the indicator of reefs and rocks. The greater the tempest the more essential it is that his light shall burn in serene clearness to guide the mariner into the haven of safety and peace.

Before I close let me congratulate this University that its name perpetually presents to its students, as examples and incentives, ideals of lofty personal character. Both Washington and Lee became opponents of the government under which they had lived, but the one has received from the subjects of the crown, and the other has received from the defenders of the Union, abundant praise. The breath of slander never soiled their reputation, while the purity of their motives, the bravery of their hearts, and the nobility of their lives will never be forgotten as the story is told of their brilliant strategy, their patience in adversity, and their courage in the field. The words with which a citizen of Baltimore, chief of staff to General Lee, facing a Northern assembly, at the grave of the Union commander, bore testimony to the greatness of General Grant, should be familiar to every schoolboy; and I trust that the day

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will come when a Northern speaker before a Southern audience will extol, with equal emphasis, the virtues of one who sat in "the perilous seat," the Galahad of the Confederacy.

As successive generations go forth from Lexington, the home of Lee and Jackson, to engage in the battles of the republic, battles that will call for as much courage as if they were fought with fire and sword—battle for law, order, honesty and good government—let them exalt the characters that are here remembered, and be strong in the consciousness that they are sons of Washington and Lee.

Plato's commandment, made familiar by constant repetition, is this: "Let those that have lamps pass them on to others." For more than twenty years, Mr. President, I have carried in my hand a lamp thus lighted in Baltimore. The words of President Eliot, spoken in 1876, I repeat to you, that you in your turn may repeat them to others:

"It is a precious privilege that in your ordinary work you will have to do only with men of refinement and honor; it is a glad and animating sight to see successive ranks of young men pressing year by year into the battle of life, full of hope and courage, and each year better equipped for the strife; it is a privilege to serve society and the country by increasing the means of culture; but above all you will have the happiness of devoting yourself for life to a noble public work, without reserve or stint, or thought of self, looking for no advancement, hoping for nothing again."

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ADDRESS OF PRESIDENT WILLIAM L. WILSON, LL. D.

Mr. Rector, Gentlemen of the Board of Trustees, Ladies and Gentlemen:

I may well leave with the older and better soldiers, who have spoken with the prestige of success already won, the more instructive discussions which belong to this occasion; but I must begin my remarks by expressing to them my own obligation, and the thanks of all connected with this University, for their presence here to-day.

We miss some whom we expected to have with us. We especially regret that sickness has, at the last moment, detained President Patton, for we are bound to the old College of New Jersey, now Princeton University, by many ties of obligation in the years that are past; and we appreciate most highly the fit, but necessarily almost unpremeditated, words with which his colleague, Professor Cameron has supplied his place, words spoken with the loyal affection of a son of Virginia as well as of a son of Princeton.

We remember that Johns Hopkins included the young men of this Commonwealth among the perpetual beneficiaries of his trust, and we welcome the President who has so administered that trust as to call into existence a university ranking among the foremost of the world, which, in twenty-one years of educational activity, has done so much to elevate American scholarship, especially by the teachers it has given to other schools, our own among the number.

We greet the Chancellor of Vanderbilt as one with ourselves in heart and hope, in the effort to elevate the standard of college education in the South; and we warmly welcome all others who come to blend their good wishes with those of trustees, alumni, faculty and friends for the growth and greatness of our school.

There are, and from the history of this institution there can be, no local or sectarian limitation to our greeting. Born of

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the piety and love of education which marked the first settlers in this region, this school enjoyed the friendship and, at times, the official patronage of the church to which those settlers were so strongly attached. It can never forget that obligation, and it has endeavored to repay it by educating some of the greatest men in the annals of that church. But later friends and benefactors have been limited to no denomination, and, as these memorial portraits show, to no section of our country.

Through all its existence, as Augusta, or Liberty Hall, or Washington Academy, as Washington College and as Washington and Lee University, it has justified every friendship and shown itself worthy of every benefaction.

The settlers who, in the middle of the last century, swarmed into this rich valley, were men of heroic mould. Countrymen and co-religionists of John Knox, they had the unpliable spirit and the stern faith of the Covenanter, with his ready pugnacity. If, as they felled the forest, they built the church and the school-house, they likewise kept their powder dry and their rifles ready for use.

And truly that is a memorable roll which has been preserved to us of their sons, trained in the old academies, as they dignified the log-houses in which Alexander and Brown and Graham taught, in the years before the Revolution. Of fifty-two names, rescued from oblivion, twenty-two were soldiers of the Continental armies and sixteen were soldiers of the church: all stout warriors in their fields of service.

Who can doubt that Washington, in endowing Liberty Hall Academy with funds voted him by Virginia for his own revolutionary services, was moved to that selection by the memory of Campbell, who had led the riflemen of Virginia and of the Carolinas up the flaming sides of King's Mountain, and lighted, with a brightness never more to wane, the darkest hour of the Revolution—of Preston, the Breckinridges and Stuart, of the Tates and Matthews and Wilson and other equally worthy of mention, who had fought at King's Mountain, fallen at Guilford or served under his own eyes at Yorktown?

But these log school-house graduates became not only soldiers

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and preachers; one sat in the Continental Congress, fourteen in the State Legislature, six sat in the convention that ratified the Federal Constitution and voted for its adoption, and when the new government was organized two became members of the House of Representatives, four of the Senate, one was in Jefferson's cabinet and one was Minister to France. And a governor of Georgia and three college presidents must be added to the list.

Nor does the roll of honor cease with that generation of pupils. Students of later generations have risen to the bench of the United States Supreme Court and of the highest courts of many States, have been leaders in both branches of Congress, filled many governor's chairs, many great pulpits and teachers' desks; and, in every high field of human action, served their God and their country and their fellow-men with faithfulness and honor.

I dwell upon these facts, especially on the splendid array of early excellence, for two reasons. There is strength for a school as there is for a State in the "forces gathered by duration and continuity." There is endowment and inspiration and glorious augury in past achievement. And there is an unimproved lesson for this University in these truths. The portraits that cover the Commons halls of the colleges at Oxford and Cambridge; the portraits and tablets and busts that adorn the memorial buildings of some American colleges, not only fitly commemorate the greatness and achievements of dead alumni; they impart noble ambition and strength of purpose and faith in high character, to living pupils. I venture the hope that the day is not distant when the walls of this chapel, or of some special memorial building, will remind every young man who enters this school, into what a fellowship he aspires to enroll himself, and by what great and lofty traditions he is bound to prove himself worthy of that fellowship.

> "Ever their phantoms arise before us,
> Our loftier brothers, but one in blood."

But there is another lesson to be drawn from this past and especially this earliest history. An institution must adapt its teaching, its courses, its spirit to the needs of the youth who

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seek its halls and to the age and region in which they are to act their parts. What were the courses of instruction, the text-books used, the methods and discipline of the old academies, we may never fully know. We do know that books were few; that life was simple and hard; that libraries and apparatus were almost unattainable. Yet they turned out men, men who proved their power and fitness for leadership on the highest and sternest fields of human action—"sufficient men, officers equal to the office." There was clearly something in the training; there was doubtless more in the personal influence of teachers, that toughened the fiber, lifted the character and called out the stronger virtues of youth. Those who believe that the greatness of a school is to be judged by its bigness, and that numbers of pupils, not the quality of its instruction or the elevation of its standard or the strenuousness of its spirit, are to guage its standing, can here, as elsewhere, learn that a school which gives impulse and force to a few really strong men does a greater service to humanity than one which swarms the country with weaklings. Great schools that number their pupils by thousands and their teaching force by hundreds, possess many advantages unattainable elsewhere. But they sometimes miss the greatest of all forces, the vivifying force that comes from the close relation of teacher and pupil. The power of a real teacher to lift men out of their contentment and the dominion of their weaker natures and to give rule to what is noblest in them, even through the printed page or the formal lecture, is well known. How much more surely and directly by close personal contact! Tyndall attributed his career to the works of two men, Emerson and Carlyle. "I must ever gratefully remember," he said, addressing the students of University College, London, "that through three long, cold, German winters, Carlyle placed me in my tub even when ice was on the surface, at five o'clock every morning, not slavishly but cheerfully, meeting each day's studies with a resolute will, determined whether victor or vanquished not to shrink from difficulty."

Undoubtedly the present generation has witnessed a growth, expansion and improvement in our entire educational system,

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and especially in our higher institutions, that have kept fully abreast of the world's unparalleled progress in other fields, and with the economic changes which have made the past thirty years an epoch of greater general progress than many centuries of previous history.

In this educational progress the South has had to overcome difficulties and adverse conditions that seemed too great for the resources at her command. But in spite of them all it may truly be affirmed that her institutions of higher learning are better in 1897 than they were in 1860, and she has called into existence and developed systems of primary and secondary free education, through the resource of taxation on an impoverished people, that are frequently marked by a high degree of excellence. Much error still exists in the minds of intelligent people, especially in other sections, as to the development of higher education in the South under the old *regime.* She was not a laggard or perceptibly behind other sections of the country. In 1860, the number of colleges, of professors in them, of students in attendance and of annual expenditure for their support, was about the same in the two sections of the country, notwithstanding the great inequality of their respective white populations. True, many colleges in the South, as many in the Middle West and Northwest, were unworthy the name, but in addition to a large number of institutions respectable for that day, there were some, like the University of Virginia, the University of North Carolina and the South Carolina College, entitled to rank among the dozen foremost schools of the country. The result, as stated by a fair-minded student, Dr. Mayo, of Boston, was "the training of the most intelligent and forcible aristocratic class in Christendom," and he testifies that in 1861 the South was not an abode of mental imbecility and dismal ignorance, but a country where perhaps one-fourth of the people were thoroughly trained for leadership in that form of society. In this work of educating the ruling class Virginia was foremost. Her University was behind no school in the country—in its standards, and as it trained teachers for the colleges of other South-

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ern States, the influence of its thoroughness was diffused throughout the whole section. In addition to the University, the State maintained the Military Institute, the quality of whose work was put to a heroic test in the civil war, and each of the leading denominations had a college of its own. Moreover, it may justly be claimed that Virginia educators and statesmen were in advance of all others in suggesting or applying what are now accepted as among the most valuable and beneficent of our educational ideas.

It is not disputed that Mr. Jefferson was the first promoter of real university education in America. It is now known, thanks chiefly to Mr. Herbert Adams, that the College of William and Mary was, almost from its original planting, a unique seminary of political education, thus anticipating by nearly two hundred years one of the best educational movements of to-day. It is not so generally known that to Colonel Wm. Bolling, of Virginia, belongs the credit of establishing, at Cobbes, in Chesterfield county, the first school for deaf mutes in America.

To this liberal provision for higher education more than to any other cause the South owed the commanding influence exercised by her leaders in the councils of the nation. "Those leaders," says Mr. Blaine, "constituted a remarkable body of men. Having before them the example of Jefferson, of Madison, of George Mason in Virginia; of Nathaniel Macon in North Carolina; of the Pinckneys and Rutledges in South Carolina, they gave deep study to the science of government. As a rule they were liberally educated, many of them graduates of Northern colleges, a still larger number taking their degrees at Transylvania in Kentucky, at Chapel Hill in North Carolina, or at Mr. Jefferson's peculiar but admirable institution in Virginia. . . . . . They took pride in their libraries, pursued the law so far as it increased their equipment for a public career, and devoted themselves to political affairs with an absorbing ambition." And he pays them the tribute of saying that throughout the long period of their domination they guarded the treasury against every attempt at extravagance and against every form of corruption. What more needed or more patriotic service, to-day, when no one seems to guard

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the treasury and expenditures go on increasing without regard to the public needs, to the income of the government or to the distress of the tax-payers! Is it not possible, is it not a duty of Washington and Lee and her noble array of sister colleges at the South, to produce such statesmen and contribute them to the service of their country? I believe that it is possible, and, being possible, that it is a duty, and because I have expressed this belief and avowed it as one of the attractions of the position I assume here to-day, I take this occasion, on the threshold of my office, to reaffirm it with deliberation.

But the old and so-called aristocratic social order was overwhelmed by the rough storm of war. College foundations and college endowments vanished with it, and even the ability of the people to educate their youth. And, what was more, the disappearance of the old order brought a new and neglected, or perhaps hitherto impracticable, obligation. The comparatively rich and well-governed South believed its duty done when it provided a good supply of schools for the higher education of the people. The thoroughly impoverished and, for many years misgoverned, South was confronted by the obligation, not only of restoring as many as possible of these schools, but of building up a universal system of free education from the primary to the high and normal school, for both sexes and for both races. Northern liberality was not wanting in this appalling crisis, and the names of Peabody and Slater and Vanderbilt and others will be honorably associated with the educational rehabilitation of our people; but, after all, the chief resource was taxation which took not from the superfluities but from the necessaries of life.

Thus, at the very time, and throughout the era when plentiful streams of endowment were adding to the unimpaired resources of other colleges, and when single benefactors, like Johns Hopkins, Packer, Cornell, Rockefeller and Stanford were creating great foundations by their individual liberality, the colleges and universities of the South were struggling, amid general poverty, to restore their dismantled buildings, to reestablish their chairs of instruction, and to gather such begin-

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nings of libraries, museums, laboratories and apparatus as would enable them not only to teach again the old learning, but to undertake the new scientific training, immediately needed by a people engaged in rebuilding an industrial system.

But neither the resource of taxation among an exhausted people nor of sacrifice among religious denominations was withheld, and by advances, inevitably slow, by accumulations that seemed mean and beggarly, such progress has been made, in a single generation, that the vast and sparsely settled region from the Potomac to the Rio Grande is becoming dotted with schools, colleges and universities, in which the ability, zeal and self-sacrificing spirit of teachers are supplying as far as possible the lack of large resources, and carrying forward, with increasing momentum, the work of universal and of higher education. There may be institutions with large prospective wealth, such as the University of Texas, but, at present, there is scarcely a school south of the Potomac whose entire endowment is equal to the annual income of some of the great universities of the North and Northwest. There are few, if any, whose entire teaching force is as large as the scientific faculties of those universities. Yet they are doing the work of higher education, for a large part of the country, with such thoroughness and enthusiasm that they are centers of enlightenment to their States and communities as they never were before. It cannot be expected in a thinly-settled agricultural region, with few large cities and no great manufacturing development, that schools can secure such endowments as constantly and generously pour into the treasuries of other institutions. Happily they are able to live on much smaller incomes, necessarily aiming not so much at immense range and specialization of instruction as at the best work in the most important and immediately useful branches of education. But, tested by this rule, I think we must admit that they have one very important omission in their course of instruction which may be properly dwelt upon, on such a platform as this, however reluctant we may be to point out deficiencies where there is so much to praise and to kindle enthusiasm. I mean the general lack of schools, or of adequate schools, in historical, economic and political

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studies, such as now form so large a part of the course offered in the great universities and colleges of other parts of the country. I do not mean to say that instruction is not given in these studies, or that there are not, here and there, individual professors whose work is of a high order, but that there exist nowhere in Southern colleges, so far as I have been able to ascertain, anything like the Historical and Political Association of Johns Hopkins, the Academy of Political Science at Columbia, the Political Science Association at Ann Arbor, the President White School of History and Political Science at Cornell; or the departments of which some of these are expansions; or like departments at Harvard, Yale, the University of Wisconsin, Williams, Amherst, and many other leading institutions. This is the more noteworthy because, as we have already seen, the idea of such schools is a Virginia idea and was acted upon at William and Mary more than a century ago. And fifty years ago there was nowhere else in the country any instruction in history equal to that given by President Dew at that school, or any in history and political science equal to that which Professor Lieber gave for twenty years at South Carolina College, and which Dr. Cooper had given there before him.

The recent revival and splendid expansion of these studies which had their beginnings in Southern schools, and were so prominent in the motives of the statesmen who founded those schools, shows that they are, in Lord Bacon's sense, fruitful studies, and that they awaken an interest among students, especially when fostered by seminary methods, that stimulates to original research of the highest educational value. To such research we already owe solid contributions to the history of our country and its institutions, more accurate knowledge of the economic experiences of other nations and of past times, and helpful material for improving that important part of government, heretofore so much neglected, the art and science of administration, national, State and municipal.

In many of these institutions there are large, able and enthusiastic faculties, with graduate and post-graduate classes, exploring the fields of political and institutional history, the

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science of government, and the new science of sociology, by the most impartial and rigidly scientific methods, with results whose educational value to the American people cannot be overstated. In a word, they are doing just what President Dew sought more than fifty years ago to do, "bringing to bear the lessons of all past history upon the political needs of American youth."

The supreme necessity for such studies, if we are to perpetuate government by the people and bear our freedom unscathed through all the perils that beset its progress, needs not to be dwelt upon.

Only the thoughtless and the ignorant delude themselves with the idea that paper constitutions are the effectual safeguards of our liberties, and universal suffrage the capable administrator of the institutions through which we are to enjoy and possess them forever. Men who are familiar with the origin of our historic liberty, who know the rareness in all history of stable popular government, and who are sobered by the thickening difficulties that confront us, will agree with Sir Henry Maine, that democratic government will tax to the utmost the sagacity and statesmanship of the world to keep it from misfortune.

As population and wealth increase; as science and invention sweep onward; as civilization grows more complex; as new States join our Union and cities multiply, and a new creation of artificial personages is called into being, to carry on the great commercial and industrial enterprises for which natural persons, even in association, are unequal, problems of government, both of policy and administration, become more difficult, and statesmen, whether as law-makers or as administrators, must not only be learned in the science of government, enlightened by the lessons of human experience, but must be often dependent upon experts whose services they must be able to command and know how to use.

What we are beginning to see our fathers saw clearly, and the founders of States were the founders of colleges. Washington, Jefferson and Franklin all founded schools which they meant to be not only nurseries of sound learning but training

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schools for citizenship and for public service. Franklin's plan for the University of Pennsylvania included the study of history, of government and constitution, of politics and the history of commerce. Mr. Jefferson devised a complete scheme of universal education from primary school to post-graduate university. The basis of his political creed was, that a people to be free must govern themselves, and that for self-government they must be educated. Even in his scheme for primary schools where most children receive their entire education, he wished education to be chiefly historical, for "history," he said, "by apprising them of the past will enable them to judge of the future; it will avail them of the experience of other times and other nations." In his report on the University, concurred in by Mr. Madison and the other able men of the commission, he classifies the objects of higher education under six heads, the first three of which are political. "*First*, to form statesmen, legislators and judges on whom public prosperity and individual happiness are so much to depend; *second*, to expound the principles and structures of government, the laws which regulate the intercourse of nations and those formed municipally for our own government, and a sound spirit of legislation which, banishing all unnecessary restraint on individual action, shall leave us free to do whatever does not violate the equal rights of another; *third*, to harmonize and promote the interest of agriculture, manufactures and commerce, and by well-informed views of political economy, to give free scope to the public industry." When he threw open his own library to the youths who gathered at Charlottesville, he wrote to Kosciusko: "In advising their course of reading I endeavor to keep their attention fixed on the main objects of all science, the freedom and happiness of man, so that, coming to bear a share in the councils and government of their country, they will ever keep in view the sole objects of government."

No less anxious was Washington to provide for those who were to defend and preserve his work the educational advantages which he, like Franklin, did not enjoy in his own youth. He accepted the chancellorship of William and Mary, in 1788, "confiding in their strenuous endeavors for placing the system

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on such a basis as will render it the most beneficial to the State and the republic of letters." Ten years later, in referring to his donation of his James River stock to our own school, he wrote to the trustees "to promote literature in this rising empire and to encourage the arts have ever been among the warmest wishes of my heart." In his Farewell Address he admonished all coming generations to "promote, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion it is important that public opinion should be enlightened." Bequeathing his Potomac River stock for the foundation of a national university, and invoking the fostering aid of Congress, he said: "The primary object of such a national institution should be the education of youth in the science of government. In a republic, what species of knowledge can be equally important, and what duty more pressing on its legislature than to patronize a plan for communicating it to those who are to be the future guardians of the liberties of their country?" The miscarriage of this bequest throws a double obligation on this, the surviving child of his bounty, to carry out his patriotic purposes—an obligation that rests on all other colleges of Virginia and the South. I know how great is the work they are doing with the means at their command, but narrow as those means are, pushed to the edge of their possibilities as their teachers are, we fail in duty to our young men, to our section, to our whole country, if we do not provide that education in the science of government which he rightly deemed the most important knowledge in a republic. We must preserve and make more fruitful the old learning. We must broaden, as rapidly as possible, our facilities for scientific instruction and research, having in view not only general culture, but the bread-winning necessities of our people, and to all those we must add sound preparation for citizenship in a self-governing republic.

It is no longer enough to disseminate classical education, to explore the fields of physical science, to turn out clergymen, lawyers, physicians, intelligent farmers, successful business men,

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builders and managers of railroads, mining, electrical and civil engineers.

If the South is to produce for her own service, if she is to contribute, as in days past, to the whole country, statesmen, legislators and judges, able to maintain her influence and proper dignity as a great section of the American Union, her sons must continue to give, as Mr. Blaine says their fathers gave, "deep study to the science of government;" and if, amid the harder conditions that confront them, after leaving college, they are no longer able to give that study in the leisure and seclusion of their own libraries, the proper foundations for it must be laid in the schools of learning.

I have quoted freely from the founders of the republic; let me add words of a later statesman who pondered as deeply the problems of free government and the conditions of its permanent existence as any man in our history. When charged with bringing methods of philosophical enquiry to the discussion of public questions, Mr. Calhoun said: "Shall that power of the mind, which has effected such wonders when directed to the forces of the material world, be forever prohibited when applied to the high problems of political science and legislation? I hold them to be subject to laws as fixed as matter itself and to be as fit a subject for the application of the highest analytical powers."

Let it not be understood that such studies are designed to train recruits for any partisan camp, still less to mould them to the views of any teacher. I am no disbeliever in sturdy partisanship that seeks through political organization the highest good of the country; but it is to generate and develop the desire and the power of independent, original research, to foster the habits and the ability of independent judgment, to acquaint man with the origin and historic growth of our institutions, with the fundamental principles of government, and so to enrich them with the results of human experience that they can decide on this or that policy as it may strenghten or weaken our freedom, upon this or that economic doctrine, as it may advance or impair the general welfare; above all, to make them

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intelligent and strong leaders, not servile and ill-informed followers of popular opinion or selfish beneficiaries of popular delusions, that such education is designed.

This is not only to advance the cause of higher education, but the cause of free government, by helping to prepare and to retain for the service of the country that "better mind, which is said to be growing more and more alienated from the highest of all sciences and services, the government of it." For such education the example and the inspiration are all around us, nowhere more than in the past history of this Commonwealth or in the names associated with the origin and past history of this school.

We throw away the richest part of our endowment if we do not bring these examples and inspirations to the education of our young men; if we do not mould into their very stamina the patriotic principles of these fathers and these founders and these illustrious pupils of the past, and such loyalty to those principles as will not barter or surrender them to any ambition for personal advancement or to any fear of personal consequences. They need to learn that it is harder to preserve freedom in peace than it is to win freedom in war; that it is as disloyal and as shameful to falter or desert in the one struggle as in the other, and that it may require a courage as high and thoughtless of self as that which nerved William Campbell and his fellow-students of a century ago to scale the slopes of King's Mountain.

Neither can we pass over to others, no matter how fair and honest they may be, the task of writing our own local history, of vindicating and establishing the just credit and contribution of our State and our section to the achievement of American independence, to the founding of our constitutional government, to the expansion of our territory or to the past greatness and glory of our Union. Still less can we pass over to others, however patriotic and capable they may be, any share of our own part in the task and duty and the abiding honor of governing our common country, of perpetuating its freedom, of promoting its prosperity.

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Our youth must have the same educational training as the youth of other parts of the country to fit them for leadership based upon the broadest, most enlightened and American statesmanship, and in this training Washington and Lee University is called upon to take no minor part among the schools of the South and of our beloved country.

And now, Mr. Rector, permit me to say, in closing, that I have taken the oath which the statutes of this College require you to administer to its President-elect with no reservations and with no illusions, but, as stated in my formal letter of acceptance, with the lesson learned in the hard school of life, that no great duty can be met without great effort, great patience and singleness of purpose. These I hope to bring to the office to which the trustees have called me. I know that, by this oath, I take my place in a line illustrated, in the past century and a half, by great abilities and great virtues. To recall with discriminating praise all who have presided over this University is a task for which I am not competent; to mention some only would be invidious, but there is one who stands out on the roll of the world's greatest men as a symbol of the highest virtue and the most perfect manhood that human nature has ever attained. The inspiration of his name and the memory of his lofty character will always linger as a noble educational influence around this place, revived and perpetuated, as they have been in recent years, by his worthy son. No man deserving of your choice could assume in any vain or self-sufficient spirit the headship of an institution endowed by George Washington and once administered by Robert E. Lee.

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