

advising the Corporation concerning appointments, particularly about appointments of young men who have not had time and opportunity to approve themselves to the public. It is in discharging this duty that the President holds the future of the University in his hands. He cannot do it well unless he have insight, unless he be able to recognize, at times beneath some crusts, the real gentleman and the natural teacher. This is the one oppressive responsibility of the President: all other cares are light beside it. To see every day the evil fruit of a bad appointment must be the cruelest of official torments. Fortunately the good effect of a judicious appointment is also inestimable; and here, as everywhere, good is more penetrating and diffusive than evil.

It is imperative that the statutes which define the President's duties should be recast, and the customs of the College be somewhat modified, in order that lesser duties may not crowd out the greater. But, however important the functions of the President, it must not be forgotten that he is emphatically a constitutional executive. It is his character and his judgment which are of importance, not his opinions. He is the executive officer of deliberative bodies in which decisions are reached after discussion by a majority vote. These decisions bind him. He cannot force his own opinions upon anybody. A university is the last place in the world for a dictator. Learning is always republican. It has idols, but not masters.

What can the community do for the University? It can love, honor, and cherish it. Love it and honor it. The University is upheld by this public affection and respect. In the loyalty of her children she finds strength and courage. The Corporation, the Overseers, and the several Faculties need to feel that the leaders of public opinion, and especially the sons

of the College, are at their back, always ready to give them a generous and intelligent support. Therefore we welcome the Chief Magistrate of the Commonwealth, the senators, judges, and other dignitaries of the State, who by their presence at this ancient ceremonial bear witness to the pride which Massachusetts feels in her eldest University. Therefore we rejoice in the presence of this throng of the Alumni, testifying their devotion to the College which, through all changes, is still their home. Cherish it. This University, though rich among American colleges, is very poor in comparison with the great universities of Europe. The wants of the American community have far outgrown the capacity of the University to supply them. We must try to satisfy the cravings of the select few as well as the needs of the average many. We cannot afford to neglect the Fine Arts. We need groves and meadows as well as barracks, and soon there will be no chance to get them in this expanding city. But, above all, we need professorships, books, and apparatus, that teaching and scholarship may abound.

And what will the University do for the community? First, it will make a rich return of learning, poetry, and piety. Secondly, it will foster the sense of public duty,—that great virtue which makes republics possible. The founding of Harvard College was an heroic act of public spirit. For more than a century the breath of life was kept in it by the public spirit of the Province and of its private benefactors. In the last fifty years the public spirit of the friends of the College has quadrupled its endowments. And how have the young men nurtured here in successive generations repaid the founders for their pious care? Have they honored freedom and loved their country? For answer we appeal to the records of the national service; to the lists of the senate, the cabinet,

and the diplomatic service, and to the rolls of the army and navy.

Honored men, here present, illustrate before the world the public quality of the graduates of this College. Theirs is no mercenary service. Other fields of labor attract them more and would reward them better; but they are filled with the noble ambition to deserve well of the republic. There have been doubts, in times yet recent, whether culture were not selfish; whether men of refined tastes and manners could really love Liberty and be ready to endure hardness for her sake; whether, in short, gentlemen would in this century prove as loyal to noble ideas as in other times they had been to kings. In yonder old playground, fit spot whereon to commemorate the manliness which there was nurtured, shall soon rise a noble monument which for generations will give convincing answer to such shallow doubts; for over its gates will be written, "In memory of the sons of Harvard who died for their country." The future of the University will not be unworthy of its past.

ADDRESS AT NEW ENGLAND BANQUET

DELIVERED DECEMBER 22, 1877, IN RESPONSE TO THE TOAST
"HARVARD AND YALE"

MR. PRESIDENT AND GENTLEMEN,—I am obliged to my friend Dr. Clarke for the complimentary terms in which he has presented me to you. But I must appeal to your commiseration. Harvard and Yale! Can any undergraduate of either institution, can any recent graduate of either institution, imagine a man responding to that toast?

However, I must make the best of the position, and speak of some points upon which the two institutions are clearly agreed. And here I am reminded of a story of a certain New England farmer, who said that he and 'Squire Jones had more cows between them than all the rest of the village; and his brag being disputed, he said he could prove it, for the 'Squire had forty-five cows and he had one, and the village altogether had not forty-six.

We shall all agree that it is for the best interests of this country that it have sundry universities, of diverse tone, atmosphere, sphere, representing different opinions and different methods of study to some extent, and in different trainings, though with the same end.

Holding this view, I have been somewhat concerned to see of late that the original differences between Harvard and Yale seem to be rapidly disappearing. For example, a good many years ago, Harvard set out on what is called the "elective" system, and now I read in the Yale catalogue a long list of studies called "optional," which strikes me as bearing a strong resemblance to our elective courses.

Again, my friend the Secretary of State has done me the honor of alluding to the reasons which induced his father, I suppose, rather than himself, to send him on that journey which we Harvard men all deplore.

Now, it is unquestioned that about the year 1700 a certain number of Congregationalist clergymen who belonged to the Established Church (for we are too apt to forget that Congregationalism was the "Established Church" of that time, and none other was allowed) thought that Harvard was getting altogether too latitudinarian, and though they were every one of them graduates of Harvard they went off and set up another college in Connecticut, where a stricter doc-

trine should be taught. Harvard men have rather nursed the hope that this distinction between Harvard and Yale might be permanent.

But I regret to say that I have lately observed many strong indications that it is wholly likely to disappear. For example, to come at once at the foundations, I read in the papers the other day, and I am credibly informed it is true, that the head of Yale College voted to install a minister whose opinions upon the vital, pivotal, fundamental doctrine of eternal damnation are unsound.

Then, again, I look at the annual reports of the Bureau of Education on this department at Washington, and I read there for some years that Harvard College was unsectarian; and I knew that it was right, because I made the return myself.

I read also that Yale College was a Congregationalist College; and I had no doubt that that was right, because I supposed Dr. Porter had made the report. But now we read in that same report that Yale College is unsectarian. That is a great progress. The fact is, both these universities have found out that in a country which has no established church and no dominant sect you cannot build a university on a sect at all—you must build it upon the nation.

But, gentlemen, there are some other points, I think, of national education on which we shall find these two early founded universities to agree. For example, we have lately read in the Message of the Chief Magistrate that a national university would be a good thing. Harvard and Yale are of one mind upon that subject, but they want to have a national university defined.

If it means a university of national resort, we say amen. If it means a university where the youth of this land are

taught to love their country and to serve her, we say amen; and we point, both of us, to our past in proof that we are national in that sense.

But if it means that the national university is to be a university administered and managed by the wise Congress of the United States, then we should agree in taking some slight exceptions. We should not question for a moment the capacity of Congress to pick out and appoint the professors of Latin and Greek and the ancient languages, because we find that there is an astonishing number of classical orators in Congress, and there is manifested there a singular acquaintance with the legislation of all the Latin races.

But when it should come to some other humbler professorships we might perhaps entertain a doubt. For example, we have not entire faith in the trust that Congress has in the unchangeableness of the laws of arithmetic.

We might think that their competency to select a professor of history might be doubted. They seem to have an impression that there is such a thing as "American" political economy, which can no more be than "American" chemistry or "American" physics.

Finally, gentlemen, we should a little distrust the selection by Congress of a professor of ethics. Of course, we should feel no doubt in regard to the tenure of office of the professors being entirely suitable, it being the well-known practice of both branches of Congress to select men solely for fitness, without regard to locality, and to keep them in office as long as they are competent and faithful.

But, gentlemen, I think we ought to recur for a moment, perhaps, to the Pilgrim Fathers, and I desire to say that both Harvard and Yale recognize the fact that there are some things before which universities "pale their ineffectual fires."

“ Words are but breath;
But where great deeds were done,
A power abides,
Transferred from sire to son.”

Now, gentlemen, on that sandy, desolate spot of Plymouth great deeds were done, and we are here to commemorate them. Those were hard times. It was a terrible voyage, and they were hungry and cold and worn out with labor, and they took their guns to the church and the field, and the half of them died in the first winter. They were not prosperous times that we recall with this hour. Let us take some comfort from that in the present circumstances of our beloved country. She is in danger of a terrible disaster, but let us remember that the times which future generations delight to recall are not those of ease and prosperity, but those of adversity bravely borne.