THE INAUGURATION

OF

FRANK AYDELOTTE

AS

PRESIDENT OF

SWARTHMORE COLLEGE

October 22, 1921

SWARTHMORE, PENNSYLVANIA

THE INAUGURATION OF PRESIDENT AYDELOTTE OF SWARTHMORE COLLEGE IN THE OUT-DOOR AUDITORIUM, OCTOBER 22, 1921

THE INAUGURATION OF PRESIDENT AYDELOTTE

The Board of Managers of Swarthmore College at a meeting held March 8, 1921, elected Frank Aydelotte to succeed Joseph Swain as President of the College. President Aydelotte took up his duties on July 1, 1921, and on Founder's Day, October 22, was formally inaugurated into office.

The Inauguration was preceded by a dinner on Friday evening, October 21, to the delegates of universities, colleges, learned and professional societies. On Saturday morning the undergraduate members of the College and the Faculty, together with the delegates and other distinguished guests, marched in academic procession to the Outdoor Auditorium where the formal installation took place. A detailed account of the exercises and the speeches will be found in the ensuing pages of this bulletin. Of the general spirit of the occasion, an article in *The Quaker* says:

> What remains still fresh and memorable in our minds and hearts is the atmosphere of that august occasion, the fine intangible charm that gave the affair its distinction, on that mellow, sunny October day in the breezy outdoor auditorium.
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> The gathering of scholars from sister colleges near and far, men and women of high attainment, in picturesque, academic costume; the great audience thronging the steep woodland slopes beneath tall trees from which drifted down, now and then, the silent autumn leaves—this was the setting for the addresses of delegates (prefaced by an affable and friendly speech by Governor Sproul, an alumnus of the college) by President Ferry of Hamilton College, smiling, gracious, gently humorous; by Chancellor Lindley of Kansas University, resembling some venerable Quaker and uttering noble, ethical truths; by Professor Merriman of Harvard, who represented Oxford, pleading for emphasis upon intellectual power, with a fine wistful spirit born of his sojourn at England's ancient, yet ever-youthful seat of learning.

THE LIST OF DELEGATES

The delegates of universities and colleges, in the order of establishment, were:

University of Oxford—Professor Roger Biglow Merriman, B.Litt., Ph.D.
Harvard University—Professor John Livingston Lowes, Ph.D.
St. John's College—President Thomas Fell, Ph.D., LL.D., D.C.L.
Yale University—Dean Wilbur Lucius Cross, Ph.D.
University of Pennsylvania—Acting Provost Josiah Harmar Penniman, Ph.D., LL.D.; J. Hartley Merrick, A.M.
Princeton University—Professor Frank Albert Fetter, Ph.D., LL.D.
Columbia University—Provost William Henry Carpenter, Ph.D.; Professor J. Russell Smith, Ph.D.
Brown University—Major William Williams Keen, M.D., Ph.D., LL.D.
Rutgers College—Dean David Fales, Ph.D.
Dartmouth College—Burton True Scales, M.A.
Dickinson College—Dean Mervin G. Filler, Litt.D.
Franklin and Marshall College—President Henry Harbaugh Apple, D.D., LL.D.; Professor J. N. Schaeffer, B.Litt.
University of Pittsburgh—Chancellor John G. Bowman, LL.D.
University of North Carolina—President Harry Woodburn Chase, Ph.D., LL.D.
University of Vermont and State Agricultural College; Professor Edward G. Spaulding, Ph.D.
Williams College—President Harry Augustus Garfield, LL.D., L.H.D.
Bowdoin College—Dean Paul Nixon, A.M.
Union College—Professor George A. Hoadley, Sc.D.
Middlebury College—Professor Frank W. Cady, B.Litt.
Washington and Jefferson College—Professor Louis W. Flaccus, Ph.D.
Moravian College and Theological Seminary—President J. Taylor Hamilton, D.D.
Hamilton College—President Frederick Carlos Ferry, Ph.D., Sc.D., LL.D.
Allegheny College—President Fred W. Hixson, D.D., LL.D.
Dalhousie University—Professor H. Jermain Creighton, Sc.D.
University of Virginia—Merritt T. Cooke, Jr., E.E.
University of Cincinnati—Eugene Ewald Agger, Ph.D.
Colgate University—George William Douglas, Litt.D.
Indiana University—Professor Alfred Mansfield Brooks, A.M.
Amherst College—President Alexander Meiklejohn, Ph.D., LL.D.
George Washington University—Professor Elmer L. Kayser, A.M.
Hobart College—William B. Read, B.L.
Rensselaer Polytechnic Institute—Strickland Landis Kneass, C.E.
Kenyon College—William Budd Bodine, A.B.

Western Reserve University—President Charles F. Thwing, LL.D., Litt.D.
Lafayette College—Professor James Waddell Tupper, Ph.D.
New York University—Professor Hyder E. Rollins, Ph.D.
Denison University—President Clark W. Chamberlain, Ph.D.
Wesleyan University—President William Arnold Shanklin, L.H.D., LL.D.
Pennsylvania College—President William Anthony Granville, Ph.D., LL.D.
Haverford College—President William Wistar Comfort, Ph.D.
Oberlin College—Reverend W. F. Bohn, B.D., D.D.
Delaware University—President Walter Hullihan, Ph.D.
Marietta College—Professor Howard H. Mitchell, Ph.D.
Davidson College—Reverend William Beatty Jennings, D.D.
Mount Holyoke College—Professor Ellen D. Ellis, Ph.D.
De Pauw University—Honorable James E. Watson.
University of Michigan—Dean Alfred Henry Lloyd, Ph.D.
University of Missouri—Professor John B. Hill, Ph.D.
Villa Nova College—Reverend Robert Fitzgerald, Ph.D.
Ohio Wesleyan University—Reverend Frank Pierce Parkin, D.D.
University of Notre Dame—James P. Fogarty, LL.B.
Beloit College—Professor W. V. Bingham, Ph.D.
Bucknell University—Honorable Ernest L. Tustin, LL.D.
State University of Iowa—President W. A. Jessup, Ph.D.
Earlham College—Professor Don C. Barrett, Ph.D.
University of Wisconsin—Professor Charles Forster Smith, Ph.D., LL.D.
Girard College—Vice-President Joseph M. Jameson, Pd.D.
College of the City of New York—Dean Stephen Pierce Duggan, Ph.D.
University of Rochester—Reverend Professor Henry Clay Vedder, D.D.
Northwestern University—Professor Herbert William Hess, Ph.D.
University of Minnesota—Professor John W. Adams, V.M.D.
Tufts College—Taber Ashton, Ph.B.
Trinity College—Professor William K. Boyd, Ph.D.
Washington University—Henry Clay Patterson, LL.B.
Cornell College—Professor Harlan Updegraff, Ph.D.
Pennsylvania State College—Professor R. L. Sackett, C.E.
Elmira College—President Frederick Lent, Ph.D.
Lake Erie College—Dean Sara C. Lovejoy, A.B.
Massachusetts Institute of Technology—Professor Henry Paul Talbot, Ph.D., D.Sc.
University of Washington—President Henry Suzzallo, Ph.D., LL.D.
Vassar College—Mrs. Leonard C. Ashton, A.B.
The Divinity School of the Protestant Episcopal Church—Reverend Dean George Griffiths Bartlett, S.T.D.
Cornell University—Dean William A. Hammond, Ph.D.
Lehigh University—Vice-President Natt M. Emery, Litt.D.
Drew Theological Seminary—Reverend Professor Robert William Rogers, Ph.D., D.D., LL.D., Litt.D.
Crozer Theological Seminary—President Milton G. Evans, D.D., LL.D.
Muhlenberg College—President John A. W. Haas, D.D., LL.D.
Ursinus College—President George L. Omwake, B.D., Pd.D.

Stevens Institute of Technology—President Alexander Crombie Humphreys, E.D., Sc.D., LL.D.
Smith College—Professor Richard Ashley Rice, A.M.
Vanderbilt University—Professor A. H. Wilson, Ph.D.
University of Kansas—Chancellor Ernest Hiram Lindley, Ph.D.
Colorado College—Reverend William F. Slocum, D.D., LL.D.
Rose Polytechnic Institute—President Philip B. Woodworth, E.E., D.Sc.
Juniata College—President I. Harvey Brumbaugh, Litt.D.
Johns Hopkins University—Professor Frank Morley, Sc.D.
University of Colorado—Professor Charles D. Fawcett, E.E.
Wells College—President Kerr Duncan Macmillan, B.D., S.T.D.
Radcliffe College—Mrs. W. N. Bates, A.B.
Bryn Mawr College—President M. Carey Thomas
Case School of Applied Science—Professor Jeremiah V. Stanford, M.E.
Whitman College—Herbert F. Traut, M.D.
University of North Dakota—Edgar Shorb, B.A., LL.B.
Grove City College—Superintendent S. E. Downes, A.M.
Temple University—Dean Laura H. Carnell, Litt.D.; Reverend Dean James Henry Dunham, Ph.D.
Western College for Women—President W. W. Boyd, Pd.D.
Occidental College—Frank Coons, A.B.
Carnegie Institute of Technology—President Arthur Arton Hamerschlag, Sc.D., LL.D.
Drexel Institute—Alexander Van Rensselaer, M.A.; Professor Charles L. Eyanson, B.S.
University of Chicago—Professor Thomas Atkinson Jenkins, Ph.D.
Leland Stanford Junior University—President Ray Lyman Wilbur, M.D., LL.D.
Hood College—President Joseph H. Apple, D.D., LL.D.
Susquehanna University—President Charles Thomas Aikens, D.D.
Albright College—President Clarence Hunt, B.D., D.D.
Barnard College—Provost William Henry Carpenter, Ph.D.
Clark University—Professor Thaddeus L. Bolton, Ph.D.
Reed College—Professor C. H. Gray, A.B.
Rice Institute—President Edgar Odell Lovett, Ph.D., LL.D.
Municipal University of Akron—Elva H. Grafton, Ph.D.

Phi Beta Kappa—Senator Albert Shaw, Ph.D., LL.D.
Sigma Xi—President Clarence E. McClung, Ph.D.

United States Bureau of Education—Commissioner John James Tigert, M.A., LL.D.
Board of Directors of City Trusts of Philadelphia—President Cheesman A. Herrick, Ph.D., LL.D.

LEARNED AND PROFESSIONAL SOCIETIES

Alumni Association of American Rhodes Scholars—President Leonard W. Cronkhite, Ph.B., B.Sc.

American Academy of Political and Social Science—Professor Joseph Henry Willits, Ph.D.

American Association for the Advancement of Science—Professor John Anthony Miller, Ph.D.

American Association of Collegiate Registrars—Dean Raymond Walters, M.A.

American Astronomical Society—Professor Samuel Goodwin Barton, Ph.D.

American Chemical Society—Director Charles Lee Reese, Ph.D., Sc.D.

American Council on Education—Director Samuel Paul Capen, Ph.D., L.H.D., LL.D.

American Institute of Electrical Engineers—Professor Lewis Fussell, Ph.D.; Carl Hering, Sc.D.

American Institute of Mining and Metallurgical Engineers—Secretary Frederick Fraley Sharpless, B.S.

American Library Association—Lois Antoinette Reed, B.L.S.

American Mathematical Society—Professor John Anthony Miller, Ph.D.

American Ornithologists' Union—President Witmer Stone, Sc.D.

American Philosophical Society—Hon. William Cameron Sproul, LL.D.

American Philological Association—Professor John Carew Rolfe, Ph.D.

American Physical Society—Professor Arthur Willis Goodspeed, Ph.D.

American Political Science Association—Professor Charles G. Fenwick, Ph.D.

American Psychological Association—Professor Clarence E. Feree, Ph.D.

American Scandinavian Foundation—Director Henry Goddard Leach, Ph.D.

American Society of Civil Engineers—President George S. Webster, Sc.D.

American Society of Mechanical Engineers—Professor Robert H. Fernald, Ph.D.

Association of American Colleges—Secretary Robert Lincoln Kelly, LL.D.

Association of American Universities—President Ernest H. Lindley, Ph.D.

Franklin Institute—President Walton Clark, Sc.D.; Major Robert Bowie Owens, D.Sc., D.S.O., F.R.S.C.

Geological Society of America—Professor Florence Bascom, Ph.D.

Institute of International Education—Director Stephen P. Duggan, Ph.D.

Modern Language Association of America—Professor Gordon Hall Gerould, B. Litt.

National Academy of Sciences—Professor Henry Herbert Donaldson, Ph.D., Sc.D.

National Electric Light Association—Farley Osgood.

New York Academy of Sciences—Professor John Tatlock, F.R.A.S.

Pennsylvania Forestry Association—President Henry S. Drinker, LL.D.

Society for Promotion of Engineering Education—Professor Milo Smith Ketchum, C.E.

United Engineering Society—Secretary Alfred D. Flynn, B.S.

THE ORDER OF PROCESSION

The academic procession started from Parish Hall at 10.30 A.M. and entered the Outdoor Auditorium in the following order: the Chief Marshal; the President; the President Emeritus; the Governor of Pennsylvania; the President of the Corporation; the Inaugural Speakers; the Board of Managers; the Delegates from Universities, Colleges, and Learned and Professional Societies; the Faculty; Representatives of the Alumni; the Senior Class; the Junior Class; the Sophomore Class; the Freshman Class.

THE ORDER OF EXERCISES

The exercises took place in the Outdoor Auditorium as follows:

Reading of Scripture—President Emeritus Joseph Swain.

Welcome to the President—Wilson M. Powell, President of the Corporation; William C. Sproul, '91, Governor of Pennsylvania; Professor Spencer Trotter, on behalf of the Faculty; President Frederick Carlos Ferry of Hamilton College, on behalf of the American Colleges; Chancellor Ernest H. Lindley, of the University of Kansas, on behalf of the American Universities; Professor Roger B. Merriman, on behalf of the University of Oxford.

Induction of the President.

Inaugural Address—President Frank Aydelotte.

Alma Mater.

Wilson M. Powell, President of the Board of Managers of the College, was in charge of the exercises.

After a moment of silence, Mr. Powell called upon President Emeritus Swain who said: "Nineteen years ago, when I was inaugurated President of Swarthmore College, Isaac H. Clothier, then President of the Board, read the 118th Psalm, omitting certain verses. I shall read to you this morning that same Psalm, feeling that the spirit of Mr. Clothier is with us in the reading."

Following the Scripture reading Mr. Powell addressed the audience.

ADDRESS OF MR. POWELL

Delegates, Friends of Swarthmore: We are met to-day to inaugurate and welcome a new President. Our pilot, great and successful, after nineteen years of unremitting labor, has been compelled by ill health to resign. A new pilot will lead us; a new epoch begins at Swarthmore.

After the recent ruthless sacrifice of the resources of the world, both human and economic, the future is more uncertain and more a matter of conjecture than ever before; and the study of the fundamentals of civilization, the adaptation of the old and the creation of new processes to meet the new condition, becomes imperative.

For this work Quakers are well fitted. The younger members of the Society have carried relief to all in need, regardless of the cause of suffering, regardless of nationality; and from this unselfish work of the younger members we have gained the friendship and confidence of all.

These young men and women, many of them graduates of this college, sacrificed much and deserve great credit. Their purpose and their ideals were and are of the highest. We are proud to own them.

To these men and women graduates who went forward Swarthmore taught a high standard of civic duty, a fearlessness of purpose and thought, a religion based on life itself and on the manner of life—to live as well-balanced members of the community, bearing its burdens.

In coeducational training, the founders of Swarthmore, ahead of their time, were believers. With about 75 per cent. of American college students now under coeducation it has become a fixed American standard. Only a comparatively narrow fringe of colleges along the Atlantic coast hold to the single sex, and these will have to look carefully to their methods if their graduates are to maintain a proper position in public affairs. The ever increasing number of women actively participating in our industrial life and now exercising the suffrage have given coeducational colleges a leading position. The graduate, whether man or woman, of a coeducational college will have a great advantage in politics and in business.

Progress always comes through the study of fundamentals; through research in the work of the past, through hours spent in study, in thought, experimentation and writing, oftentimes with no immediate success, but finally leading to a better knowledge and adaptation of basic laws.

To the institutions of advanced learning and especially the smaller colleges, we must look for this forward work.

The state universities, with unlimited resources, are able to expand without limit. One state recently appropriated ten million dollars for its university and established the precedent of a yearly $500,000 appropriation for running expenses. Another state university a year ago enrolled 3,700 Freshmen. Of necessity, these state institutions must be open to all; no selection other than scholarship, and that not rigid, can be made. The teaching force must give all of its time to instruction. The state electorate demands, and always will demand, the highest possible efficiency in instruction; it will not look favorably upon the member of the faculty who does the minimum of teaching and the maximum of research work. The

faculty therefore attracted to this class will be teachers, whose interest is centered in instruction. These institutions, always potent factors in the life of the country, are invaluable; but research work there is almost impossible.

The second class consists of the large privately endowed colleges, keeping open door to all applicants. Their work too is mainly that of instruction and must, of necessity, be so. The income from their limited endowments is used largely for the employment of a teaching force of men and women whose minds are centered on instruction. In the past generations this was not so.

The great thinkers do not seem to be attracted as in the past by the same institutions because so much time must be given to instruction. The personal contact between the faculty and the students is reduced to a minimum; lecture courses of 700 to 1,000 are not uncommon.

For the third class, the small privately endowed college limited in enrollment—Swarthmore's class—this leaves a large field. With a high *per capita* endowment, relatively larger faculties may be retained, the hours per week for each teacher reduced to a minimum, and more time given for original research.

This type of small college will attract teachers who wish to do productive research work, anxious to give a few hours each week to actual instruction, but much time and thought to the study of the fundamentals for the real advance of civilization.

The benefit to the undergraduate of associating with and intimately knowing such men and women whose ideals are of the highest is inestimable. Madame Curie, Edison or Darwin could not have contributed so much learning had they been required to give many hours of instruction each week.

The undergraduate, through small classes and intimate acquaintanceship with such original thinkers, possible only in the small college, has broad opportunity for starting in original research. The teacher, in turn, coming in close touch with his small classes is invigorated and inspired and the student is led forward, his latent possibilities discovered, and real advance is made. Leaders of thought will be produced and stimulated.

This is the field, in my opinion, for Swarthmore. In the next decade we should endeavor to adapt the library and laboratories for original research work; not large, because the number of persons using them will be small, but perfect of their kind. This field is unlimited, the possibilities are great, and Swarthmore is in a postion to place itself among the leaders.

In research work latitude of thought both for student and teacher must be encouraged. Ordinarily a teacher does not receive adverse criticism, however strange his views may be, unless perchance in the field of religion or government. And in these subjects great freedom of discussion must be permitted. It is the general experience that the most radical and dangerous views on government and religion are held and expressed by those who do not teach the subjects, who therefore speak as citizens and not as teachers.

No college can hope to live long if it teaches its students that but one line of thought is correct or possible. This is narrow. The undergraduates

must be taught to think for themselves, they must have opportunity to learn, discuss and dissect all views, all lines of thought—to become leaders in thought.

There is one limitation which should be impressed throughout all research work; namely, that all thought must be optimistic, not pessimistic; constructive, not destructive. The dangerous anarchist is the one who has never gone beyond the boyish stage of taking the clock apart, who has allowed his mind to loosely ramble along its easiest course—destruction—who has not advanced to the constructive stage.

With this single limitation in mind Swarthmore, heretofore always constructive, now on her well-laid foundation has the opportunity to take vast steps forward in education, to give opportunity to leading minds and to aid in the development of the fundamentals, to produce men and women capable and trained to lead in the advance of civilization and move forward and upward.

The next speaker was the Honorable William C. Sproul of the Class of 1891, who was introduced by Mr. Powell in the following words:

"No higher or finer ideal in life is possible than that which compels an active participation in affairs of state in the welfare of all. Among the many sons and daughters of Swarthmore in public life a member of the Class of 1891 whom we all respect and admire, and who has given much time and thought to the college, has attained high position. I present to you the Governor of the great Commonwealth of Pennsylvania."

ADDRESS OF GOVERNOR SPROUL

Mr. Chairman, Learned Representatives of other Institutions, and Friends: The induction of a President in a college is a very important event especially to those who hold dear the future of that college. The stepping down, as Mr. Powell has said, of the old pilot and taking on of another is a momentous event. It seems particularly proper that the Commonwealth of Pennsylvania should be represented in this meeting here to-day at Swarthmore, almost within sight of the spot where the great Founder of Pennsylvania first set foot upon this soil, and where he laid out that form of government for his Commonwealth, that plan of administration, which after a lapse of 240 years, is still to all intents and purposes the fundamental law of this great State. This college, near Penn's landing place, observes as its holiday the day nearest that eventful time when William Penn first came to Pennsylvania and it is therefore fitting that the State should make some note of so important an event as this in a college founded, maintained and supported largely by the descendants of the devoted people who followed the great founder of Pennsylvania here to help him carve a mighty Commonwealth from the wilderness and to undertake that "great experiment" which has been a lesson in peace and good will to the world.

It does not seem a great while since Joseph Swain was inaugurated here. We all remember that day, nineteen years ago. Those of us who were here will recall that some thoughtful soul rushed forward just before the new President was to speak, and while John K. Richards, of blessed memory (who was then Solicitor General of the United States) was still speaking, and, as Mr. Richards said, "This is a day of large men and of large things," raised the reading stand about two feet [Laughter] so as to bring it within range of Joseph's eyes.

Friends, these nineteen years have been days of big things and of big men, as far as Swarthmore is concerned. We cannot pay too great a tribute to that sterling character who has so successfully guided the destinies of the college during those two eventful decades. And now he has added to his splendid services to the college in picking one of his own students, a man whom he taught [Applause] and whom he started upon his career as a teacher, and in bringing him here, in the wealth of his judgment, as the best fitted man to lead this college during the next several decades, we hope. [Applause.]

Now, Joseph thinks that he is retiring to a well earned rest. He does not look as if he had retired on account of ill health, does he? [Laughter.] We are thankful his recovery has been so rapid and sound that he will be here for a long time to guide us with that practical judgment that has been his, and which has helped greatly during the trying years that have passed. So that he may not think that the balance of his life will be one round of joyous restfulness, I reminded him last night that we are about to call him into the service of the Commonwealth and get the benefit of his sage experience by making him a member of the State Council of Education. [Applause.]

Now friends, it is a little hard to differentiate between the Governor of Pennsylvania and an alumnus of Swarthmore and I am not going to try. I have been very greatly impressed with President Aydelotte. I have been impressed with what I have heard about him from those who know him well. I have been impressed with the friends who have come from a great distance and at much inconvenience to see him assume these important duties, and bid him Godspeed on one of the greatest days of his life. I have been impressed with the way he seems to have absorbed the spirit of Swarthmore. I had a conversation with him last night, as I sat by him in the meeting that was held here, that really filled me with joy. He understands the spirit of Swarthmore, he appreciates that atmosphere of cleanliness and morality and intellectual honesty which, Andrew D. White said, pervades these Quaker institutions. He appreciates the sweetness and gentleness and wholesomeness which has characterized Swarthmore through all of her days. I think that we have indeed found a rare jewel in President Aydelotte. [Applause.]

He finds here a strong institution; an institution which has been builded upon substantial foundations; an institution which has earned the respect of the community, of the State and of the national educational authorities; an institution which has been successful and which has had its growth upon a well ordered plan. Joseph Swain would probably remind me to say not too

well founded, because there are still many things needed here. [Laughter.] But President Aydelotte comes here at a time when the opportunity to go forward and make Swarthmore what he aims to make it, the best college in the country, is ripe for his attention, and I am sure, from the spirit and devotion which he already shows, that he is going to be successful.

I just want to tell you, as Governor and as a Manager and as an Alumnus all in one, that I am filled with confidence and with hope for Swarthmore. I think that we are most fortunate in our selection of a leader. I am sure that we are going to have an era of substantial progress and attainment, and that those young people over there [indicating students] and their successors, are going to have a stronger and better Swarthmore, carried on according to the ideals of its founders, progressive enough to keep in the lead of the educational procession, but yet never the hitching post for fads.

I welcome you here heartily, President Aydelotte, and I am particularly glad to have you come when we are making plans for great educational progress in Pennsylvania. We are glad to have you here in Swarthmore, to have your energy, your culture, your understanding and world-wide appreciation of educational methods, for the benefit of this beloved little old College of ours.

Mr. Powell, presenting the Faculty representative, said:

"To the Faculty of the College we look for its standing in scholarship. To it is entrusted the moulding of our future citizens. It is a high duty well performed and the influence of its members far reaching. Among our faculty leaders is one beloved by all, always unselfishly striving to bring out the best. He has served this College thirty-three years. I present to you Dr. Spencer Trotter."

ADDRESS OF PROFESSOR TROTTER

President Aydelotte: It has been said of a certain American city, the inhabitants of which regard it as a center of intellectual life, that it is not so much a geographical situaton as it is a *state of mind*—to be defined from the standpoint of psychology rather than that of geography. There is much truth in this point of view, hidden as it is under the guise of a joke, and it might well be extended to many other places. Swarthmore College, standing as it does on the green slope of the upland terrace with its wide outlook over the Valley of the Delaware and the farther stretch of coastal plain, is, indeed, a wonderful and beautiful geographical situation. But it has a far wider and deeper significance to the men and women who have been nurtured within its walls. With these men and women Swarthmore is really a state of mind, and a name to conjure with; to them its magic casements open on to the dim, delightful vistas of memory and forward into the glowing mists of the future.

It has been my great privilege to have served within these walls during five administrations—Edward H. Magill, William Hyde Appleton, Charles DeGarmo, William Birdsall, Joseph Swain—and to have made many dear and valued friendships in the wide circle of its students and alumni, and it is my further privilege, President Aydelotte, to be chosen by the Faculty of Swarthmore College to welcome you, Sir, the seventh of its presidents—into the fellowship of its charming life and associations.

Mr. Powell introduced President Ferry of Hamilton College with these words:

"To all college presidents the induction of a new President is a matter of great interest. We have with us a man who made a great reputation as Dean in one of our colleges and who is now making a greater reputation as President of one of our important colleges. I present to you Dr. Frederick Carlos Ferry, President of Hamilton College."

ADDRESS OF DR. FERRY

Mr. Chairman, Mr. President, Friends of Swarthmore: It is a very great privilege to welcome you, Sir, to your new office, on behalf of the colleges of this country. I find particular pleasure in this, because I am one of so many who have been permitted for a long time to claim your friendship and to be favored often by kindly counsel and inspiration at your hands. We welcome you today into that peculiar fraternity made up of college presidents. Their calling is extra-hazardous. There are many great companies that will insure one's house from fire, his automobile from theft, his health from diseases, commencement day from rain; but there have not been found any companies that will insure college presidents for continuance in office. [Laughter.]

The ancient mariner who could safely steer his bark between Scylla and Charybdis was counted a master of navigation. You will find not only the faculty for Scylla on one side, and the Board for Charybdis on the other, but also the undergraduates in front of you, the alumni behind you and the great public all about. [Laughter.] They will demand that you say and do so many things that if you were not yourself but only one of us ordinary men, you would often be too amazed to do or say anything at all. [Laughter.] But gloomy forebodings are not for such as you. We know how wide and thorough has been your training for this high office on which you enter today. You have been teacher or pupil or both in a high school, in a normal school, in a great state university, in a distinguished technical school, in Harvard University, and in a small college of Oxford; you have lived in California, Kentucky, Indiana, on the banks of the Charles, and on the banks of the Isis. We recall those trying days of the S. A. T. C. and remember that the only things that pleased us then and the only thing still retained by the colleges from that gloomy period is the War Issues course which you directed.

The Duke of Wellington is reported to have said that he was very unwilling to be Chancellor of Oxford University because it exposed him unpleasantly to the company of literary persons [Laughter]. We remember that even that ordeal cannot disturb you because you are a professor of English literature and by your books have long since earned your right to write.

I would congratulate you today that you are called to the presidency of a small college. Those gloomy prophecies of a few years ago, that the small college was doomed to be exterminated, are no longer heard. The only extermination threatening them today is that, through being allowed to become large colleges, they may cease to be small colleges. [Laughter.]

What else could so withstand the pressure of the materialism of these days as the idealism of the small college? Where else can the ambitions of our American youth be so stimulated? Mr. Edison, who, whatever we think of him in his interrogatory moods, appeals to us strongly in his hortatory ones, advises that the young men of this country, should not content themselves by learning to do the possible—there are others who can do that; they should aim to do the impossible. We remember how that same ambitious spirit was expressed in the ballad sung by those young Americans who toiled under the tropical sun of Panama in the building of the great canal:

> "Got any rivers they say are uncrossable?
> Got any mountains you can't tunnel through?
> We specialize in the wholly impossible,
> Doing the things that no man can do."

We sympathize with the feeling of the Quaker mother who said to her son, "If God make thee a good Christian and a good scholar, then thou hast all thy mother ever asked for thee." So we congratulate you on this great task of continuing here to make good Christians and good scholars.

A certain prime minister of England, in taking up the task of high office, is said to have had two wishes, first, that England should prosper under his administration, and, second, that England should prosper. [Laughter.] We know so well that it is your only great ambition that Swarthmore College shall prosper that we are entirely sure that it will prosper abundantly under your administration.

Mr. Powell then said: "While university presidents are not quite as much interested in a college president, still we send them so many people that they always like to be here at an occasion like this. We have with us the President of the Association of American Universities, Chancellor Ernest H. Lindley, of the University of Kansas."

ADDRESS OF CHANCELLOR LINDLEY

CHANCELLOR LINDLEY: Mr. Chairman, President Aydelotte, your Excellency, Friends of Swarthmore: I come here this morning with a very rich cargo filled beyond the limits of my voice to convey. First I want to bring the felicitations of more than a score of the larger private and state foundations, felicitations to this man who is known throughout the nation as an intellectual and educational leader. Then, I bring a message from free soil Kansas, the Kansas of John Brown, the Kansas that is proudly conscious of its function as the nursery of great causes; the "spiritual tuning fork," as William Allen White has said, "the spiritual tuning fork of the nation." And then I bring with even more pleasure a message of many of those who love the noble President who has just retired and of those who share also in the friendship of your new President. It was my fortune to have Joseph Swain as friend and beloved teacher and chief in another university, prior to his advent at Swarthmore. And it was my joy to be the friend and the new colleague of the new President. I belong to the "I-told-you-so" club. [Laughter.] I am one of the increasing number that will say that we knew from the start that Frank Aydelotte, with his scholarly ideals, with his judgment, with his tireless industry, would win his way to a place of commanding leadership. I come today in the interests of what Swarthmore has held most dear across the years, a concern for men.

A few years ago, there was throughout this country a timely discussion of the conservation of our great natural resources. We heard very much of wasteful methods of mining minerals and the ruthless destruction of forest and of water sheds, whereby each year millions of tons of rich soil were washed into the sea, never again, perhaps, to be used by man. Yet, throughout the early stages of this discussion, there was scarce mention of the most tragic waste that goes on wherever men live, that waste which is due to the suppression of human talent. A survey, somewhat scientific, of the unequal distribution of the successes among men of three great countries, England, France and America, shows that in a people of homogeneous population, you can find a million of that population, which contributes one hundred times as many men of success as another million. It is not a difference in heredity. I do not refer to inequalities of character. I refer to the distribution of what we know of the chance to develop otherwise suppressed power. As a result of this survey it was a deliberate judgment of those who made the inquiry that on the average only about ten per cent of the brain power of this generation is in the game. A little while ago, on the basis of intelligence tests, made among one hundred thousand men, an inference was made as to the population of my adopted state in respect to mental capabilities—it was found in a state which sends as many young people to college in proportion to the population as any other state in the country that, for everyone who goes to college, there are three to nine mentally capable who do not have that opportunity. We wonder when that flood tide will be reached. I warn you, if we realize our greatest possibilities as a people, that tide will not reach flood until the other three or nine shall have had their chance.

It nevertheless makes no difference if they go up to the universities, if these universities have failed to provide a standard of life and a way of life which is adequate.

A little while ago, Sir Philip Gibbs, surveying Europe, said, "The idealism of the world is dead." I say in this dark hour of the world's history, college men and women must be idealists as never before, loyal not to an abstract idealism, but to a concrete, practical idealism, resolutely clinging to the certainty that the higher human qualities are imperishable and that there is an active force in the nature of man which makes for civilization and peace, and which makes for the redemption and release of the latent powers of men. This idealism, this and the way of life appropriate thereto, commits colleges and universities to principles which I have only time to mention. One is that, whatever we do in the college or university, we must make quite sure that our chief purpose is to teach youth and to show youth by the contagion of example and by precept, the art exquisite, the endless art of treating persons as persons and never as things; every outstanding problem of man and industry turns on that pivot of the treatment of persons as persons in the sacredness of their individuality.

The second is that we who are interested in education, must treat persons not as they are, but as we believe them capable of becoming.

Why are mothers ever enshrined in human hearts? As the mother looks into the face of her babe, she says, with eyes turned toward the future, "My child may some day be President of the United States." Any medical man, if cold hearted, would say to her that her child, as it lies there, is a bundle of inability. She refuses to see its weaknesses. She determines that her child shall have an opportunity of becoming President of the United States. And we do not smile, because we know there would never be a President of the United States worthy of that great office, if mothers should fail to treat persons, not as they are, but as they are capable of becoming. The great problem of education of America today, dealing with thousands, instead of hundreds, is the discovery in time of the possibilities of human youth.

The leadership we must seek in America is not universal leadership. Those Napoleon-like, Cæsar-like leaders are not satisfactory. We need a democratic type of men and women, who are the best to lead others of their group. In a democratic education we need those leaders, with the far-seeing eye to discover those with special gift, to educate them, and lead them into fullness of power to serve. If we are intent on that supreme factor in education, if we are seized with this possibility of human life, then we may say with a great American seer:

"We call these millions men; but they are not yet men. Half engaged in the soil, pawing to get free, man needs all the music that can be brought to disengage him. If Love, red Love, with tears and joy; if Want, with his scourge; if War, with his cannonade; if Christianity, with its charity; if Trade, with its money; if Art, with its portfolios; if Science, with her telegraphs through the deeps of space and time can set his dull nerves throbbing, and by loud taps on the tough chrysalis can break its walls and let the new creature emerge erect and free,—make way and sing pæan! The age of the quadruped is to go out, the age of the brain and of the heart is to

come in. The time will come when the evil forms we have known can no more be organized. Man's culture can spare nothing, wants all the material. He is to convert all impediments into instruments, all enemies into power.''

Mr. Powell said: ''In these times it is impossible to overestimate the importance of close unity among English speaking nations. With the election of our new President, Swarthmore has placed itself in the lead in this line. The colleges have a large field, and much work must be done. I believe for the first time, in the history of the United States, that the great University of Oxford has sent a delegate here to take an active part in the proceedings. It gives me great pleasure to introduce Professor Roger B. Merriman, Balliol '97-'99, now a professor at Harvard.''

ADDRESS OF PROFESSOR MERRIMAN

Mr. President of the Corporation, President Aydelotte, Ladies and Gentlemen:—It is my very great pleasure and privilege to bring you, on this auspicious occasion, the cordial congratulations and good wishes of the ancient University of Oxford. Oxford follows, with joyful pride, the careers of her sons in peace and in war; she is naturally both proud and glad that one of the earliest and best of her Rhodes Scholars should have been called to the presidency of this splendid college.

But President Aydelotte is far more than an alumnus of Oxford; he is one of her most indispensable and effective servants today. It has been largely through his unswerving loyalty and devotion that the Rhodes Scholarships have been established today on firmer foundations than ever before; that the value of an Oxford career has come to be appreciated in the United States; and that the standard of the scholars has risen so high. If he does for Swarthmore what he has done for this great educational trust, his presidency will be memorable in the annals of the college.

There is certainly something peculiarly fitting and happy in the calling of an Oxford man to the headship of an institution like this. It comes as an assurance that amid all the changes, distractions, and troubles of these recent tragic years, America remains loyal to her English heritage—a very precious heritage. In matters educational and academic, I take it, that English heritage stands for two things: first, for the idea that a college should exercise some measure of supervision over the development of the student's character—that it is in some measure responsible for his moral as well as for his mental growth; second, for the idea that the object of a college education should not be primarily to impart information, but rather to give the student intellectual power—that the subjects taught make little difference, provided that, in the course of the studying of them, the pupil learns how to teach himself. Now time was, and not so very long ago, when this country was so fascinated by German educational models that it seemed as if both these ideas had been utterly lost sight of—as if

American universities and colleges were destined rather to manufacture highly trained specialists than to produce thinking men and women. Today there are, happily, abundant signs that this country is returning to better ways; but it is to colleges like this rather than to the larger universities that America must look for the preservation of the ancient ideals. The college system at Oxford and Cambridge, which makes those universities what they are, grew up as the result of a divine accident; and the attempts to reproduce that result, by artificial means, in the larger American universities, have not hitherto met with unqualified success.

But here, where your numbers are smaller, and the contacts so much more intimate, you have an opportunity to do a work which it is doubtful whether the universities can any longer fully perform. I am confident that your new president realizes this opportunity and will make the most of it. And I could not wish you any fairer destiny than that, under his wise leadership, you should hold true, in all its many implications, to that good old Oxford motto—the motto of William of Wykeham—that "Manners Maketh Man"; that you should enjoy the priceless advantages of intimate association in the pursuit of a common ideal; and that you should proclaim, by the words and the deeds of the graduates you send forth, as well as by the training that you give them here, the everlasting superiority of the moral over the material world.

Then followed the induction, in which Mr. Powell spoke these words: "On behalf of the Corporation of Swarthmore College, its Faculty, Alumni and Undergraduates we are today handing over to thee, Frank Aydelotte, a great trust—that of the leadership of this College and the many persons who come to it for inspiration. We look to thee for its forward and upward progress. In the name of the Corporation of Swarthmore College and with the united benediction of the Board, the Faculty, the Alumni and the Undergraduates, I pronounce thee, Frank Aydelotte, installed in the office of the Presidency of Swarthmore College. May God bless thee!"

INAUGURAL ADDRESS OF PRESIDENT AYDELOTTE

An occasion like this, Sir, ceremonially marking my entrance upon duties which I have already in fact begun, adds much to the pleasure with which I undertake my new work; but no ceremony, however solemn, could make me feel more deeply than I do already the seriousness of the task on which I am engaged. In industry, in government, and in international relations we are entering upon an age which brings new and difficult problems for the minds and souls of men. The key to success in meeting them lies in education, and never perhaps in human history was the rôle of the teacher more important. Our colleges and universities are taxed to the utmost to take care of the increased numbers of students. This pressure upon

our facilities for higher education is perhaps the one result of the war in which we can feel most satisfaction. The situation which it creates, however, involves the sternest necessity for the national economy of our educational resources and for the wisest possible use of them. The problem is a national one. No institution, however restricted its clientele, can without breach of trust be so administered as to ignore the national need for the greatest possible provision of facilities for higher training and for the wisest and most effective use of such facilities as are available.

This is especially the case in an institution like Swarthmore, which enters this year into so rich an inheritance from the last administration. During the twenty years just ended the alumni and friends of the college, under the guidance of that great leader who has come here today to give his blessing and his counsel to those of us whose task it is to carry on his work, have built and equipped our educational plant and provided an endowment sufficient, at least for the present, for the task that lies before us. We are the trustees of an inheritance accumulated by men and women who counted not the cost in their own lives or health or ease or leisure. Our endowment is not one of money alone, but also of loyalty and love; it must be counted not merely in the figures of our investments and our balance at the bank, but also in terms of devotion in the hearts of living men and women to the cause which it is designed to serve. I am not a member of the Religious Society of Friends by which this college was founded and is still largely maintained. I can on that account the better pay my own tribute to the devotion of that society to the great cause of education and to the liberality, both in money and in spirit, of their support. It is the solemn duty of those of us who are charged with the administration of their trust to dedicate ourselves whole-heartedly to the task of making the wisest possible use of these funds and this plant toward the education of the youth of the nation for whom they have been provided. It is our duty to give careful and anxious thought to the question of how this may best be done.

One of the commonplaces of educational discussion in this country is De Tocqueville's skepticism as to the possibility of reaching, in a democracy like ours, the same high level of education and culture which is the glory of the older nations on the other side of the Atlantic. De Tocqueville wrote seventy years ago, and it is no discredit to his genius that events since that time have in many respects proved him wrong. That a democracy will have its fair share of men of genius and of scientific ability, that we have had our share of such men, I need not stop to prove. That democracies can set an example for the whole world in severity of academic standards is proved by the deserved eminence of our American professional schools and of the undergraduate training, at once liberal and thorough, of the universities of the great English democracy from which we sprang. However, university education in England is still, as compared with ours, restricted to a much smaller percentage of the population. We have opened wider the doors to higher education, and it is evident that if democratic government is to be successful, these doors must be opened wider still. At the heart of De Tocqueville's criticism still lies the question as to whether the wide popular extension of higher education is compatible with high standards of

attainment. No intoxication with our own success must be allowed to persuade us that we have as yet answered this question in the affirmative. Now that the pioneer stage of our education is past, at least for many institutions and many parts of the country, the time has arrived when we must meet that challenge and try to produce, on a far wider scale than we have ever done before, higher education which shall be in fact what it is in name.

As a nation at this period when we stand at the height of material success, we are in grave danger of falling into the error of believing that what we have done well is all that there is to do. We have applied knowledge, only a small part of which we discovered ourselves, to the exploitation of natural resources, which we did not create, and have produced the most stupendous material wealth and the highest average standard of living which exists or has ever existed in the world. But man does not live by bread alone, nor by coal or steel or cotton or all that may be made thereof, however cheap and abundant. It is still true that beauty and intelligence and morality are the ends of education and of life. All our industry, unless it serve our spiritual ends, produces only a weary round of degrading toil and degrading luxury, carrying within itself, as the events of the day too clearly show, the seeds of its own dissolution.

The coal miner digging his way through our Pennsylvania hills and the operators who provide him with tools and machinery, direct his work, bring the product to the surface, and send it on its way to our industrial centres, are useful members of society. Their united efforts produce for us our great supply of coal—the largest single motive power of the wheels of industry. But it would not occur to any one of these men to think for a moment that the coal which they produce is an end in itself. It is not merely necessary for us to produce coal; we must also burn it. We must, by processes which still seem to the uninitiated wonderful, transform it into heat and steam and that invisible but powerful electric force which lights our cities, turns our wheels, and transmits human intelligence through the ether. Unless coal could be so transformed it would be of small value to society.

A similar transformation, but far more wonderful, is possible for all the material products of our civilization. We must and can so distribute and use them as to produce or make possible the development of finer bodies and minds and souls. The end of all industry is the production of human beings of a finer quality, and unless this end is realized and achieved, no measure, however great, of material success, can redeem it from failure.

It is the task of our institutions of higher learning to train leaders who will have the vision and the power to direct this great transformation. It is the danger of our higher education that it occupy itself too exclusively with training men to produce the means without giving them the vision to realize the end. We have learned how to do the first task with conspicuous success; we must now learn how better to do the second. Doing it better demands in the first place that we develop a clearer conception of the function of the college of liberal arts, and, in the second, that in our colleges and universities we do our duty by students of conspicuous ability as well as we are now doing it by the average.

In the United States professional education in law, medicine, theology, engineering, and in the many other new professions is far superior to the training given in our colleges of liberal arts. We have been able from the nature of the case to realize the professional school problem as a unified whole, while the tendency of our liberal education during the last few decades has been away from unity toward confusion. Our colleges and universities have, in my opinion, rightly departed form the old single curriculum, but they have departed so far that the college of liberal arts in this country today, instead of being a unit, is a conglomerate of departments which are often too little conscious of their relationship and dependence one on the other. We act on the theory, though perhaps we would not avow it, that all subjects in all departments are and of right ought to be free and equal. We are in danger of sacrificing the education of our American youth to the jealousies and courtesies of the departmental system, to the grotesque fiction of the equality of all courses before the registrar. In our professional schools the teachers of one subject have commonly a fair proficiency in several or all the branches which go to make up the professional course. They may teach now in this department, and now in that. In teaching one subject they constantly build on the foundation laid by another. In the college of liberal arts, on the other hand, departmental lines are much more rarely crossed. Courses depend less frequently on the work of preceding years, and modesty or pride too often leads the teacher of one subject to affect ignorance of every other. As institutions we refuse to commit ourselves to any definite answer to the question of what constitutes a liberal education, except for our clumsy departmental requirements, demanding a certain distribution and a certain concentration but not too much of either. We measure the achievements of our students in minute units which bear theoretically a quantitative relation to their education as a whole, which theoretical relation is proved utterly false by the experience of every student and every teacher who has ever thought about liberal knowledge in any attitude except that of the whining school boy whose morning face shines with some other light than that imparted by intellectual enthusiasm.

We can never again return to one course or two for all our students of liberal arts, but we must simplify and unify the courses for the A. B. degree, allowing a certain number of major choices as to subjects, and, once the major choice is made, insisting rigidly on the implications of that choice. We should test the student's proficiency in his work as a whole by comprehensive examinations which will demand an understanding of the relations between different subjects, which will make each year depend upon those that have gone before, which will eliminate the possibility of success by cramming, and which will enable us to substitute a qualitative for a quantitative standard for our degrees.

This should involve, it seems to me, a more limited program of studies and a more thorough standard of attainment in each. The time needed for such thoroughness may perhaps be gained by a different method of securing for the student his fund of general information. Our common ideal of knowing something about everything and everything about something, while

impossible of attainment, is one which is worth our best efforts even to approach; but translated into terms of college courses it becomes impossible to approach except for the perpetual undergraduate. Closely connected with the lack of thoroughness in our undergraduate courses is the total lack of an efficient method of imparting that superficial knowledge of miscellaneous subjects which constitutes so important a part of the education of every man. If a student of Physics wishes from mere intellectual curiosity to know something about Psychology or French literature, he ordinarily takes courses in those subjects. In most cases the only courses available are designed for students who will eventually specialize in those departments—wholly unsuited in their emphasis on foundation details for the needs of our browser. His browsing he should do, but not in the class room. He should instead read a book about Psychology or as many works of French literature as his interest will justify, and he should devote his academic hours to work which is for his purposes more important. He would thus economize his time; he would not spoil his habit of doing up to the best of his ability whatever he undertakes to do; and he would besides cultivate the taste for thoughtful reading which would enable him to continue his education effectively after his college days are over.

The training of the men without whose leadership democracy and industry cannot survive, demands, in the second place, better training for our best minds, demands the cultivation of more intellectual initiative and independence than ordinarily result from our college courses at the present time. We need an independence of thought which does not come from school-boy perfection in lessons learned, under the system of daily supervised study which is proper to the secondary school. We use this method too much in our colleges and universities. It is no doubt successful in bringing the mediocre student up to a mediocre standard, but it is, in my opinion, injurious to the intellectual development of the best. These best men and women need that independence of thought which comes from lonely grappling with intellectual problems and from the facing of tests of a severity unknown, or at least extremely unusual, in our colleges and universities today.

Perhaps the most fundamentally wasteful feature of our educational institutions is the lack of a higher standard of intellectual attainment. We are educating more students up to a fair average than any country in the world, but we are wastefully allowing the capacity of the average to prevent us from bringing the best up to the standards they could reach. Our most important task at the present is to check this waste.

The method of doing it seems clear: to separate those students who are really interested in the intellectual life from those who are not, and to demand of the former in the course of their four years' work, a standard of attainment for the A. B. degree distinctly higher than we require of them at present and comparable perhaps with that which is now reached for the A. M.

I do not believe that we should deny to the average, or below average student, the benefit of a college education. He needs this training, and we need his humanizing presence in the colleges, but we should not allow

him to hold back his more brilliant companions from doing that high quality of work which will in the end best justify the time and money which we spend in education.

With these more brilliant students it would be possible to do things which we dare not attempt with the average. We could allow them to specialize more because their own alertness of mind would of itself be sufficient to widen their intellectual range and give them that acquaintance with other studies necessary for a liberal point of view. We could, I think, at least partially obliterate the distinction between vocational and liberal studies. This is strikingly true in such a subject as engineering where the brilliant student can dispense with a great many of the detailed technical applications of scientific knowledge because his very power of reasoning enables him to apply fundamental principles to detailed situations. The time thus saved could be used for the development of general intelligence through liberal studies in such a way as to turn out in the same length of time that we are now giving to engineering courses, men who would be at once more fundamentally trained in their subject and more broadly educated.

We could give these more brilliant students greater independence in their work, avoiding the spoon-feeding which makes much of our college instruction of the present day of secondary school character. Our examinations should be less frequent and more comprehensive, and the task of the student should be to prepare himself for these tests through his own reading and through the instruction offered by the college: he should not be subjected to the petty, detailed, day-by-day restrictions and assignments necessary for his less able fellows.

By altering the character of our instruction from a secondary to a college and university level, we ought to be able to dispense with some of the drudgery of teaching and release at least a portion of the time of college and university professors for study and research, thus in turn raising the whole level of our education.

This development which I have indicated is, I am glad to say, already under way. The separation of honors men from the main average body of students is already taking place in a number of institutions in the country, and we are witnessing today a gradual development of a system of junior colleges which will operate eventually to release our endowments for higher education for specifically higher training.

As a part of this program of national economy in education, it seems to me incumbent upon small institutions with limited resources to limit decisively both the numbers of their students and the subjects which they teach. I am glad to say that there is already a marked tendency in this direction, and that Swarthmore is one of the institutions which has taken that stand. The size of an institution need have no effect on the quality of its work with such limitations as I have mentioned.

While smaller institutions must limit the subjects which they can teach and must necessarily undertake sparingly or not at all to give instruction above the A. B. degree, it seems to me absolutely necessary to the life of our educational system that they should do their utmost to encourage research on the part of members of the Faculty and that the provision of

books and laboratories for this work is as necessary a part of our educational expenditure as are the materials for purely undergraduate instruction. Our smaller colleges cannot provide the materials for research in all possible subjects as can the large universities, nor is it necessary that they should. By wise provision for supplying the specific needs of the members of their faculties in this direction the spirit of research can be kept alive and the money thus spent will in the end produce as much benefit in raising the intellectual tone of the institution as could any other possible expenditure. In this College the observatory given by Governor Sproul represents one such provision for research which, under the direction of Dr. Miller, is bearing splendid fruit, and we have in the Friends' Historical Library the nucleus of another, which, through the efforts of a small but distinguished body of Curators recently appointed by the Board, will I hope, soon be greatly enlarged.

The increase in numbers of our various institutions during the last two or three years has had an inevitable tendency towards the lowering of standards. That tendency, if allowed to go unchecked, would do more than anything else to endanger our educational system. To check it, to put the emphasis on quality rather than quantity, to limit the numbers of our students and the subjects that we teach, to try to do up to the highest possible level those things that we do, it seems to me, is the program indicated by the educational situation which now confronts the country.

In this generous rivalry for higher intellectual standards is to be found the unifying principle which will unite competing institutions. Science and scholarship, literature and art must necessarily transcend institutional or even national boundaries and demand from their votaries an allegiance which swallows smaller rivalries and loyalties. In our own local situation we are fortunate to be able to count among our assets the stimulus of the well deserved reputation of Haverford and Bryn Mawr for training graduates of intellectual distinction, and the great scholarly resources of men and books and laboratories of the University of Pennsylvania. To working in friendly rivalry and coöperation with the other institutions of our State and of the Nation, to making the best use we can of our resources, to the carrying out of this program of the highest development of the best minds which come to us to be trained, I today pledge myself and, in so far as I can speak for it, this College, which has done me the honor to choose me as its head.

INAUGURATION DINNER
OCTOBER 21, 1921

On the evening preceding Inauguration Day, Swarthmore College gave a dinner to delegates from universities, colleges and learned and professional societies attending the inauguration. It was held in the college dining-room in Parrish Hall, which was attractively decorated.

REMARKS OF HOWARD COOPER JOHNSON, TOASTMASTER

It is with very deep regret that I have to announce that on account of the serious illness of his wife, the toastmaster of the evening, the Honorable A. Mitchell Palmer, of the Class of 1891, is not present. Mr. Palmer is a speaker of great power and rare talent. He was the War Attorney General, and as Alien Property Custodian succeeded in reaching the German mind through the pocket-book nerve.

Mr. President, Delegates to the Inauguration, Ladies and Gentlemen: On behalf of the Corporation, Faculty, Alumni and Undergraduates of Swarthmore, I extend to you the heartiest of welcomes to our little Quaker College. We hope you may enter into that spirit of academic unity which has ever characterized Swarthmore and that you will come again, and often. In future years we shall draw deeply from the store of friendship and wisdom that you have brought to us upon this occasion. I am first going to call upon the distinguished Provost of our great neighbor, the University of Pennsylvania, Dr. Josiah H. Penniman.

ADDRESS OF DR. PENNIMAN

Mr. Toastmaster, Mr. President, Ladies and Gentlemen: This is not the first time Pennsylvania and Swarthmore have met within the last week. When I first knew that I was to come here to represent the colleges in the neighborhood of Swarthmore, I thought, possibly as the University was older and larger, that I might be in danger of displaying an air of superiority, but I heard we were going to play the Swarthmore football team last Saturday, and the feeling was modified. I then thought that possibly I might have to speak to you as an inferior, but I am here as an absolute equal [Applause]. When I heard the score of the game, which I was not privileged to see, my first thought was to telegraph President Aydelotte "Blest be the tie that binds." Probably a tie was better than any other score could possibly have been, but it left, I am sorry to say, some disappointment in the minds of our Swarthmore opponents, particularly in the last few minutes of the game.

Swarthmore and Pennsylvania. The colleges of this neighborhood and Swarthmore; a sisterhood; a brotherhood; a union of institutions that stand for the high things of life, the things that are really and truly worth while. For after all, as someone has said, "a man's life consists very largely of communion and conversation with himself," and according to the richness of his own life, to the things he is able to say to himself, or that one of his many selves says to another self, is the interest of the life which he lives. Through memory, that marvelous gift of God, we are able to reproduce the past. We are able at fifty, at sixty, at any age, to go back, and the man of fifty may talk with himself as he was when he was a boy of eighteen or twenty in College. Institutions also can look back over their history, and in the light of experience they can converse with themselves as they were in the days of much smaller things. The thoughts of Swarthmore men and women, as they commune with themselves, and with each other, must be rich and inspiring.

Mr. President, it is no ordinary institution to which you have been called to be its head. Ladies and gentlemen, friends and members of Swarthmore College, it is no ordinary man whom you have chosen as your President.

We read "what's in a name?" A college president with such a name as that will Ayde-a-lotte. I hoped that the representative chosen to speak for the colleges, would be the President of Haverford, for then you would have had Comfort and "aid" or "aid and comfort," as they will soon come to be known. It is a good old English phrase. Indeed you do want aid a lot. You have got Aydelotte [Laughter].

On this occasion I want in these words which, while spoken in jest, are spoken also in seriousness, to bring to you of Swarthmore at the inauguration of your new President, a message indicative of the profound reverence and love we have for your retiring President, Joseph Swain, and of the deep respect which we have for Swarthmore College, as well as an assurance of our belief that the fine traditions and splendid history of this Quaker institution, will prove to be an inspiration to this new President, and to all its present students, through him and under his leadership, and that Swarthmore will show what a college of this kind can do in developing the character of manhood and womanhood as its great contribution to the life of this noble land of which we are so proud to be citizens. The institutions of the neighborhood of Swarthmore salute you.

THE TOASTMASTER: "It gives me unusual pleasure to welcome the next speaker, who for four years graced the Chair of English at Swarthmore. His charm of personality and high attainments in scholarship created a love for English literature which his students have not forgotten, I feel highly honored in presenting to you this evening Dr. John L. Lowes, of Harvard University."

ADDRESS OF PROFESSOR LOWES

If ever there was an instance when the marriage of true minds did not admit impediments it is this union of Swarthmore College and Frank Aydelotte. I have the privilege—which I share perhaps among those here this evening only with President Swain—of knowing well both contracting parties. I know Swarthmore, for I spent four happy years here—received as a friend among Friends in spite of the fact that my F was the small one—under the leadership for the man who has built on its old and strong foundations the new strong Swarthmore of today. And I have known President Aydelotte from the days when we were both of us, younger than now, in Indiana, to the days when we have hobnobbed under the shade of the Cambridge elms. And what I know further is this:

Swarthmore has its roots deep in a long tradition that reaches back to George Fox and Swarthmore Hall in Lancashire in the mid-seventeenth century—a tradition which I think is never entirely absent from its consciousness as a badge and symbol of high calling. But if its traditions are old, its spirit is new, and its mind open. Thought is free here, as I know, who have experienced the hospitality of the place to ideas which do not bear the stamp of sect or creed. What Swarthmore really stands for is service to the immediate needs of its own day in the guiding light of principles that have come down from a past of plain living, plain speech, and high thinking.

Now President Aydelotte also represents an ancient and great tradition—the tradition which has made and kept Oxford the bulwark of a noble humanism through the centuries. And as in the case of Swarthmore that tradition goes back to England. But (also as in the case of Swarthmore) President Aydelotte is American to the core, and contemporary to his finger tips. He stands closer officially to Oxford than any other American, and he knows intimately from within what Oxford stands for. But he has taught in a Western State Normal School, and in a Southern Boys' High School, and in a Western State University, and in an Eastern Institute of Technology, and he was born in Indiana and married in Massachusetts, and has been a denizen of Kentucky, and now lives in Pennsylvania, and has written a book on Rogues and Vagabonds, and is President of a Quaker College—and if that is not tempering tradition with liberality, not to say independence, then let me be no more a pedagogue, but keep a farm and carters!

Now if there is anything under the menacing skies of the world today that we need it is precisely that balance between the steadying power of tradition and the open minded responsiveness to new conditions which both this college and its President represent. And that balance is needed nowhere so cryingly as in the colleges. Tradition without flexibility is mortmain—the dead hand of the past upon the aspirations and ideals of the living present. Liberality untempered by tradition degenerates into the avid acceptance of all the yeasty collection of fads and vagaries that boil and bubble in eager but untrained minds. The great humanistic doctrine of balance and proportion implies the resolution of the opposing forces

of freedom and restraint—of surging forces to restrain (without which restraint becomes an empty shell); of the check that is exercised upon exuberant and well-meant inovations by the wisdom of the world's hard-won experience. And I know no happier augury for Swarthmore, and through Swarthmore for agencies of wider reach, than the union of its old traditions and new activities with the rare blending of initiative and sanity of temperament in its President. And from an institution which has held firmly for well-nigh three centuries to these same ideals, I bear felicitations on the event.

THE TOASTMASTER: "Among the tenets of the early Friends was their insistence upon the education of their children. The George School at Newtown, Pennsylvania, controlled by the Society of Friends is a great modern preparatory school. Its principal will extend a greeting from the Friends schools: Professor George A. Walton, whom I have the pleasure to introduce."

ADDRESS OF PRINCIPAL WALTON

The Golden Age of Quakerism lies ahead. Its greatest activity will be education. Although Quakers have done distinguished service in preaching, business, politics, and relief work we now are more likely to achieve greatness as teachers. Modern conditions do not favor the intensive cultivation of the gift of vocal ministry. The Quaker contribution to business is individual and varies, as different men vary. The same is true in politics. There is no way in which the Society of Friends can enter either field as an organization. It is also often true that pressing obligations of business and politics so absorb the energy of our members as to draw them away from intimate relations with the Meeting and while the Society of Friends retains their membership, their love and veneration, it fails to receive their advice and leadership. Thus it is difficult for any definite Quaker ideal to become traditional in either of the fields of business or politics. In relief work we have done marvelous things in an organized and representative capacity but it is generally viewed as an emergency measure. For educational work, however, we already have endowed institutions for permanent service. However much individual teachers may exemplify the spirit and ideals of Quakerism in other schools, these specifically Friendly institutions focus all of our educational endeavor, set the standards for it and make conspicuous the devotion of our Society to education. Thus the circumstances of the time join with the native genius of our people to place education as the foremost concern of the Society of Friends, although I doubt whether the truth of this viewpoint is as yet generally realized by the membership. Friends Schools look to Swarthmore College for leadership in convincing the Society of the primacy of education. We also look to Swarthmore College to supply that most essential element in all educational activities: teachers. The college already has an honorable record in the production of teachers. One third of our teachers at George School have

done their under graduate work within these walls and in every case except one the position was not offered to them until their superiority over many others was clearly evident. It is worth noting in passing, that all of these, whether members of Friends or not, contribute to the essential friendliness of the School.

Friends schools are sympathetic with the public school system and our work is supplementary. A dual system of education, public and private, is a safeguard of liberty. Universal education is a new thing in the world and judged from the standpoint of the life of nations it is still in the experimental stage. The experience of Prussia, however, for the last two generations reveals the danger to liberty in a tightly organized, state controlled, system of education. The dual system of public and private prevents either from being used as a political instrument.

At present universal education out of necessity rests upon a compulsory educational law. It is to be observed, however, that the effects of such a law are not wholly beneficial. A system of private schools can do valuable service in repairing the damage done—the damage, for instance, of overcrowding and of the lower standards which become necessary to persuading different boys and girls to remain in the High School for four years.

Efficiency in universal education also requires at the present time consolidation, at least in high school grades, and yet consolidation is not without its defects, as many children are compelled to make long journeys or are thrown into hurtful surroundings and tempted away from school and parental supervision. There is plenty of work for Friends schools and other private schools but, being supplementary to the public system, we fail utterly unless the instruction and discipline and spirit of school life is of the highest excellence. We look to Swarthmore College for leadership in securing such excellence.

New ideas that deserve a trial are more easily tried out in private schools. Friends schools wish to be progressive in the sense of presenting their students with every possible advantage and we hope that Swarthmore College will view our experiments with favor and counsel us as to our success or failure.

Now it goes without saying that if our schools are to be supplementary to the public school system they will have to be heavily endowed so that all classes of society may have the opportunity to use them. Education is so very costly that only the extremely well-to-do can afford to pay the full individual cost per student. Education is the greatest opportunity open before the Society of Friends and should be our primary concern, but we must open opportunity to those boys and girls whose lives will likely prove most worthwhile. We have no interest in the financially profitable work of educating children of wealthy families. We want to have a large enough endowment to keep our rates low and we want to do such excellent work that with many applicants available we can disregard parents' means and choose those students who will enter upon their studies with the spirit of preparing themselves for a useful life. None of us are sufficiently endowed. Economic conditions are naturally pushing Friends' children out of Friends schools into the public. There is need for a statesmanlike consideration

of the financial problems of Friends schools and colleges. In the past our separate efforts to secure endowment have interfered with each other. We must find a better way but should, I think, beware of organizing ourselves too tightly into a system. Friends General Conference has made effort from time to time to get at this problem but it seems likely that greater results will be accomplished by a movement among the schools themselves. I hesitate to say that we expect the leadership of Swarthmore College in this matter. We must not shove all of our burdens on the sturdy shoulders of President Aydelotte but one thing is certain—the schools can do nothing without the full understanding and approval of Swarthmore College.

The essential characteristic of a Friends school is to be found in its inward state and not in such outward features as the religious affiliation of its pupils and teachers; the teaching of religious subjects, or compulsory attendance at meetings for worship. These things are valuable but secondary. A Friends school may employ them all and yet fail. The primary essential is that the spirit of instruction and discipline be love; using the word in the gospel sense, which being interpreted in the language of the day would be respect for and interest in the pupils as individuals and a general recognition of the worth of human responsibility in all dealings. While education may involve the depositing of much information with the pupil, the essential thing in Friends School is the drawing forth; the development of power on the part of the pupil. It is essential that a Friends school be orderly and well conducted but order will be secured primarily by coöperation of teachers and pupils to make the school good. Coöperation is a powerful instrument in the development of character. Punishment becomes a sometimes necessary but nevertheless secondary means for securing good order. It is essential that scholastic requirements be difficult but under sympathetic teachers the pupil develops will power and endurance and other moral qualities through mastering the difficulties in his lessons. A Friends school must give the student the opportunity for self-discipline through study. We are grateful for the sympathy of Swarthmore College with these aims and could not carry them out without her support.

Friends schools recognizing the worth of human personality and being concerned to give the maximum development, must heed the religious side of the student's nature as well as the intellectual and physical. It is our concern to train to worship as well as to think and to exercise. There is no part of our work, at present, more poorly done than training students to worship. It is because we teachers and managers for the most part have not ourselves been trained along lines of religious education. I am convinced that the student who learns how to worship God in Friends Meeting gains self-control and goes through a unifying and integrating process that makes him a much more capable personality. Our primary aim is the development of the powers of body, mind and spirit and just as health of the body makes the mind more productive, so a healthy well nourished and growing spiritual life, releases additional intellectual powers. All three phases of personality are closely inter-related. They develop, of course, at different rates at different times. Friends schools must undertake to

nourish this development at the right time, but how much we feel ourselves to be working in the dark and with stone age instruments! Can Swarthmore College help us forge something better?

The ordinary mid-week meeting for worship of the Society of Friends has failed utterly to contribute anything to schools which attend. The regular First-Day Meeting is better but leaves much to be desired. In some instances a meeting for worship in the school itself has proved useful, although it does not prepare the students to meet the conditions which they find outside on leaving school or college. The study of the Bible and of Quakerism are often helpful in religious and moral development and yet one year my most interested and alert student in Senior Bible was expelled for lying and other offenses.

Cannot psychologists or other wise men help us out in the work of religious training, both by a further exploration of the religious processes of the adolescent, and by making available for practical use their present fund of knowledge. Friends Schools are more or less alone in feeling this concern of religious training. We are not big enough to command the attention of psychologists' ambitions for a national reputation. They would rather work on mental intelligence tests. But Swarthmore is the Friendly college and it would be most inspiring to have the light come from her.

THE TOASTMASTER: "Nineteen years ago, some of us listened to an admirable address at the Inauguration of Joseph Swain, as President of this College, and I have the unusual honor of presenting to this audience that same speaker, one of the greatest college presidents America has ever produced, President Thomas of Bryn Mawr College."

ADDRESS OF PRESIDENT THOMAS

Mr. Toastmaster, President Swain, President Aydelotte: I venture to hope that you will not judge my extempore remarks too severely. I have been in continuous committe for the past week—in Washington at the call of Mr. Gompers helping to organize the "General Committee on the Limitation of Armaments," in committees in New York, in committees in Philadelphia and in endless committees at the college. Some of my sub-committees have sat up to all hours of the night. I am under the impression that I have not been to bed for a week. This is very discouraging, President Aydelotte, for a new college president but there is no blinking the fact that from now on committees will be your sad fate. You are destined in future to sit in committees hour after hour, year after year, and at the conclusion of innumerable days of discussion you will find that your committees have reached the same conclusions that you yourself would have reached without any discussion in a few minutes. [Laughter.] Things go on just the same with or without committees. Right prevails after a season and leaders lead in the same old way in committees as elsewhere. And yet I have come to believe absolutely in democratic government by

committees. We have been trying it out at Bryn Mawr since 1916 when we adopted our new plan of associating the faculty with the president and directors in running the college. Our faculty elects a committee of three of its members to attend all meetings of the directors and to take part in all their discussions and it also elects all the committees of the faculty which are responsible for initiating and enforcing the educational policies of the college. I have found our new plan of government a great support to me as president. It has had the happy result of bringing one by one the members of the faculty who are elected to these important committees into touch with college problems in a much closer way than ever before and has proved again what we ought to know by this time that in order to shoulder heavy responsibilities people must have responsibilities placed upon them. In spite of incessant committee work on the part of all of us Bryn Mawr College has gained enormously. Each member of the faculty is now in a sense before unknown behind the serious educational administrative issues of the college and is trying to solve them.

When democratic government grows a little older it may perhaps learn how to operate in a less costly way than through committees. After all autocracy has been functioning since the beginning of history and long before history began and democracy is barely one hundred and fifty years old and cannot be expected to be as efficient or as economical in money, time, or man power as it will be later. For example, faculties might choose a faculty representative as shipping companies choose captains of their ships or as banks or railways choose presidents. It would be an enormous saving of the time of a faculty of scholars whose highest work is teaching and research if some plan could be devised whereby one member of the faculty could be elected to represent the faculty on all important administrative and executive committees for a certain definite period and then another and another member so that in time the whole faculty would be acquainted with college problems and would contribute his or her constructive ability to the college or university.

Before coming here this evening I had only time to read over my address made at President Swain's inauguration nineteen years ago. I prophesied great things from his administration. I said that "coming as he did from a great western coeducational university he would be able to bring to us in Pennsylvania the fresh life of the west and that under his administration Swarthmore would both aid and be aided in its development by the University of Pennsylvania, Haverford and Bryn Mawr, and that it might be expected from the happy centering in Philadelphia of four such great educational foundations that not only liberal culture and professional training should be given to the men and women of Pennsylvania, but that the students should be drawn to our borders from afar and that Philadelphia should become again what she was in Revolutionary days, the home of letters and patriotism." In looking back as we do tonight over the nineteen years of President Swain's administration it seems to me that my prophecy has been amply justified. Swarthmore has taken her place as a college in the front rank, her faculty has been immeasurably strengthened and her reputation for liberal and progressive thought now reaches far beyond the boundaries of the State of Pennsylvania.

Under President Swain a very interesting, and I believe a unique, experiment has been worked out at Swarthmore. As far as I know Swarthmore is the only coeducational college which admits an equal number of men and women, 250 men and 250 women. This is true coeducation. In looking forward tonight to President Aydelotte's administration I should like to make another prophecy, especially if like the prophecy I made nineteen years ago it will fulfill itself. I should like to prophesy that under President Aydelotte Swarthmore College founded by the Quaker Church which has from the beginning given women equal opportunities to preach and an equal share in all religious duties and government, should lead the way in what I believe will be the future development of coeducation and should have not only an equal number of men and women students but also an equal number of men and women on its governing Board of Trustees and more important still an equal number of men and women of the same academic rank teaching in its faculty, that is, as many women as men full professors, assistant professors and instructors of the higher salaried grades. At Bryn Mawr College we have never made any difference between men and women as heads of departments, or as full professors, or in advancement from one academic grade to another, or in the salaries paid for the same work. I have for years kept a table of the number of years our men and women have served in the different grades in order to be absolutely sure that no discrimination was made in favor of men—*or of women.* As far as I know women have never received such fair treatment in any coeducational college and I can think of nothing more appropriate or more splendid than for a Quaker coeducational college to lead the way in this.

I have been fortunate enough to have as my two neighbors at dinner on one hand the United States Commissioner of Education and on the other hand, first Dean Cross and then President Swain. Dr. Tigert has been telling me that by and large all the high salaried positions in the public schools of the different states of the United States, that is, all the superintendencies, all the supervisorships and all the principalships are now filled by men. It is quite true as he says that at present the legitimate rewards of high excellence in the teaching profession are reserved *by men* for *men* but it is not at all improbable that now that women vote we shall soon see the beginning of a great change. It is quite possible that at first in some of the western states and then more slowly in the eastern states we shall find women demanding equal representation on the State Boards of Education and the governing boards of state universities and as a consequence of this representation seeing to it that positions high in responsibility and in financial reward are as open to women as to men and refusing to permit women to be discriminated against on account of sex or on account of their desire to marry and have children.

My other neighbor, President Swain, has been pointing out to me some of the advantages of becoming an ex-college president. He tells me that ever since he has resigned the presidency of Swarthmore he is able to take a cup of coffee at dinner without lying awake all night. He also tells me that he has made a study of the continuance in office of the college presi-

dents of the United States and that he finds that the official life of a college president is only five years. Either they lose their official heads or they lose their physical health and resign. This also, President Aydelotte, is very discouraging but on the other hand here are President Swain and I to prove the contrary—he after nineteen years and I after twenty-eight years—are still here to wish you a long and healthful reign.

President Swain and I have also reached the conclusion tonight that the way to a college presidency seems to be through teaching English. President Aydelotte, Provost Penniman and myself have reached the presidential chair through a professorship in English and President Comfort through a professorship in French which is a closely allied subject; and if I may make another prophecy based on Professor Lowes' eloquent address this evening he too is a professor of English on the high road to a college presidency.

In closing I wish to remind you that within a few weeks the Conference for the Limitation of Armaments is to meet in Washington. I have seen so many reforms come in my life that I think I may venture to predict that you will see come in your lifetime the greatest reform in all the world—international peace. When I was a child in Baltimore the higher education of women had barely begun. Nobody knew what would be the effect of educating women and the most terrible things were prophesied. We girls who wanted to study Latin and Greek had no idea what would happen to us. We were told that we should be physically ruined for life, that no man would marry us and that no woman who read Greek could be a mother. But we were so anxious for an education that we decided to risk whatever came, even death itself. I have lived to see every opportunity for college and professional education open to women with the approval of everyone. I have seen the triumph of universal woman suffrage not only in our own country but all over the world. Nothing could have seemed more impossible when I was a child. Another great reform, prohibition, is now in operation in the United States, and it is coming with great rapidity in all other countries of the civilized world.

But these reforms and all the other advances made by civilization will be lost to us and our children unless we can have international peace, an association of nations, an international court of justice. The responsibility of bringing these things about rests on everyone now living and above all on those of us who live in the State of Pennsylvania founded by peace loving Quakers and in the City of Philadelphia, the City of Brotherly Love.

THE TOASTMASTER: "Those of you who are not members of our Religious Society will probably think that there are no educated people in this vicinity except among the Society of Friends, and it is almost true. [Laughter.] The University of Pennsylvania teams are known throughout the country as the 'Big Quakers' and we have three genuine Quaker institutions, the one presided over by President Thomas, Swarthmore, and Haverford, the oldest of the three. Its record for scholarship and culture is

recognized everywhere, and it gives me pleasure indeed to present W. W. Comfort, President of Haverford College."

ADDRESS OF PRESIDENT COMFORT

The selection of a president of a college is always a matter of importance and concern to the alumni and friends of the institution. In the case of Swarthmore, the selection of President Aydelotte is a matter of great interest to this suburban community and to the growing patronage of the College.

To Haverford, Dr. Aydelotte's appointment to this responsible position of trust and leadership was of especial interest. We had an opportunity through a passing visit to make his acquaintance and to be impressed with his personal charm and force of character. I am neither a prophet nor the descendant of any, but I made a prediction at the time to some of my colleagues that Dr. Aydelotte had in store for him some such career as that whose inception we are celebrating to-night.

Swarthmore and Haverford have much in common—due to our proximity, our denominational affiliations, and our service to a larger undenominational constituency. Many of our alumni know each other and discuss our common problems together. Even in athletics our paths frequently cross in matches which inspire keen rivalry and mutual interest. Apparently we would rather beat each other than anyone else. Thirty years ago these contests were sometimes marked by rough tactics on the field and by ungentlemanly behavior on the part of our followers and sympathizers. If I may say so to President Aydelotte, it is a pleasure to feel that our personal relations are likely to be sympathetic and of advantage to both Quaker colleges in the maintenance of friendly relations between them.

The election, then, of Dr. Aydelotte, cannot be a matter of indifference to Haverford. We congratulate Swarthmore on securing as president a gentleman whose knowledge includes the best of English and American systems of education, whose acquaintance is wide and catholic, and whose devotion to sport for sport's sake is founded upon experience and conviction. To him I believe the helm may he handed with confidence in his scholarship and his high standards of work and play.

THE TOASTMASTER: "From his home in old Kentucky where wine, women and song, have been supplanted by grape juice, your own wife and community singing, a graduate of Vanderbilt was the first of the Rhodes scholars from Tennessee to the University of Oxford. His career since his return from Oxford is truly remarkable. I have the honor of introducing to you the United States Commissioner of Education, John J. Tigert."

ADDRESS OF COMMISSIONER TIGERT

Ladies and Gentlemen: I assure you it is a very great honor and a distinct pleasure that I have in being here this evening to represent the

United States Bureau of Education. However, it is also a great responsibility, as I am reminded whenever I am introduced as I was just introduced; it awakens within me certain feelings of incapacity, and I long for the time when once I was introduced by a Sergeant to some soldiers in France. He said, "Men, I know two things about this fellow. I know his name and I know he is about seven feet tall." And then, when he was ready to call my name, he didn't know it. [Laughter.]

It is a great pleasure and a deep responsibility to bring felicitations of the Federal Bureau of Education on this occasion. First, I want to bring felicitations to the retiring head of the institution whose personal acquaintance I have not had the pleasure of enjoying, but whose reputation has penetrated to all parts of the nation. I want to felicitate him upon being able to retire in peace after these nineteen years of conspicuous service, with the vigor of manhood in his body and the smile of youth still upon his face. I am glad that he is retiring without the sound of clashing arms and without the smoke of battle about him. I hope, Dr. Swain, that you will be spared many years, yea many decades, as the grand old man of this institution. [Applause.]

I would like, in the second place, to bear my felicitations to President Aydelotte, in being called to the head of an institution like Swarthmore. In the United States I think, my friends, that we are very prone to value institutions of higher learning very largely according to the number or character of the buildings, the size of the income or the endowment, and the number of students. Yet, after all, I think an institution of higher learning and other similar institutions are like individuals, and that, just as an individual is esteemed more because of the personality that he or she may possess than for any other reason, so the greatest value in an institution of higher learning is something that might be described as the atmosphere that pervades it. It is not buildings, endowment, and trees and other material things that constitute a great institution. These are necessary, but the spirit is a vital factor in the making of a great college. Measured from the standpoint of material things Swarthmore College might not be considered as one of the greatest institutions in this nation, but measured by intangible criteria—its spirit, its culture, and its traditions—it might well be considered one of the greatest in the world. I congratulate President Aydelotte in being called to an institution which is rich in classical learning, but at the same time, where not only intellectual, but the moral and spiritual values are emphasized. The man who made the discovery that in order to perform operations successfully it was necessary to have sharp instruments, made an important discovery. I submit to you that the man who discovered that these instruments must not only be sharp, but must be sterilized, made a more important discovery. The knife which is sharp and which is foul with germs will do greater damage than the dull instrument because it will carry deeper the nocuous disease, and the contamination which comes will be more complete. The man whose mind is emancipated but whose character is not shaped by education, is not only not benefited by the process, but he becomes thereby a greater agency for evil in society. When you give a man knowledge without reference to proper

training of his will and formation of character, you make it possible for the man who would be only a foot-pad, highway man, or house-robber of the common garden variety to become the head of a great banking institution, or the president of a large insurance company and there rob the policy holders or the depositors. I think all along the line, that we, who have to do with education, must continually stress that there is something else beyond the emancipation of the mind. The French philosopher Amiel has expressed this thought beautifully when he says: "Humanism is but the emancipation of the mind. Christianity preaches and brings salvation by the consecration of the will. One makes better by enlightening; the other enlightens by making better. It is the difference between Jesus and Socrates."

I congratulate President Aydelotte in coming to an institution of this character, and I want at the same time to congratulate Swarthmore College on the selection that it has made. I do not do this alone because you have called one who, at a very tender age—which I have learned is really a crime—[Laughter] has become an international figure in education, and who has served in all these various capacities described by a previous speaker. The description reminded me of a teacher we had in the army in France, a Jew by the name of Gentile, who taught English to Polish soldiers in the American army in France. I not only feel that the institution should be congratulated, because it has called a man with that wonderful versality which was so well described, and who has achieved so much in other institutions, notably in the chair of English in America's greatest technical institution, but likewise because he has demonstrated his ability as a capable administrator in connection with the Rhodes Scholarships and elsewhere. I might go on at this late hour, until you become hungry again—to enumerate his many good qualities, and explain how I count Swarthmore College very fortunate because of the personality of the man, as much as for his various achievements. I have something else in common with President Aydelotte beside the scant hirsute adornment that covers our heads. I also went to Oxford University, and during my stay there, I first became acquainted with him. My earliest recollection of him was watching him go down the Isis, as the Thames is called at Oxford, pulling the "Eight" for B. N. C.

I had the opportunity of coming to know President Aydelotte in Oxford, and we who have enjoyed the benefaction of Cecil Rhodes have come to look on him as our leader and spokesman. Therefore, in bringing my felicitations, I think I can speak on behalf of the Rhodes scholars. I want also to speak personally for myself, and say that it is a source of deep personal gratification to see my friend honored in this way and to say I am sure that Swarthmore College will benefit by the selection. I wish Frank Aydelotte a successful administration and I am sure he will go on and add to the reputation brought to this institution by Dr. Swain, and will at the same time add to his own manifold honors and achievements. I have recently been called to carry out a program in the nation, and I feel I am peculiarly fortunate in having such men as Aydelotte, a man whose ability and friendship I so much prize and appreciate, to work with and coöperate with. I think we take up our tasks at a very fortunate time,

at a time when there is throughout the nation, a great educational awakening. President Harding, the day before yesterday, at William and Mary, brought to mind a thought which I think was conceived in a new way. We who are trying to build up education, are constantly bemoaning that our buildings are too few, our teachers are so poorly paid, and our equipment is so inadequate. President Harding pointed out that as long as the colleges and universities are overcrowding, as long as school houses are incapable of taking those who come, as long as we cannot find teachers, we can feel well assured that education is being highly valued. That is a far better condition than that we should have empty colleges, too many teachers, and school houses without occupants. We have a great pride in education. The whole nation is awakening at last to the value of education. For a long time we have talked about our wonderful system of education in the United States, and we have boasted the fact that we spend more money upon education than any other nation in the world, but I believe now we are coming to appreciate the true significance of education in this country. I believe the time is coming when we are going to build a great educational system in the United States which will assure to this nation perpetuity, because it is an old truism that education is the basis of national perpetuity. I challenge anyone today to point to any nation in the world which might be considered really a nation of great power and great influence among the family of nations, which does not stand high in education.

I am glad, therefore, my friends, that we are working at a time when such great opportunities are opening in an educational way in the United States.

I hope in my small way in Washington, to coöperate with men like President Aydelotte and institutions like Swarthmore. Again, I bear to you, President Aydelotte, not only the felicitations of the Bureau of Education, but, if I may be so bold to do so, the felicitations of all the Rhodes scholars, and above all my personal good wishes and desires for your most successful administration. I thank you. [Applause.]

THE TOASTMASTER: "To those who have spoken tonight we extend our sincere appreciation. To you all Swarthmore bids good night."

INAUGURATION COMMITTEES

The Board of Managers' Committee on the Inauguration were:

Howard Cooper Johnson *Chairman;* Emma C. Bancroft, Joseph Swain, Caroline H. Worth, Henry C. Turner, Robert H. Walker, E. Pusey Passmore, Wilson M. Powell, *Ex-Officio.*

The Faculty Committee on the Inauguration were:

Professor Gellert Alleman, *Chairman;* Vice-President John A. Miller, Dean Raymond Walters, Dean Ethel Hampson Brewster, Professor Spencer Trotter, Professor William I. Hull, Professor Isabelle Bronk, Professor Harold C. Goddard, Professor Jesse H. Holmes, Professor Robert C. Brooks, Professor W. Carson Ryan, Jr.

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