

It was the day of small things, of the beginnings of history, of the earliest efforts of the young national life. How essential it was, if the new century was to realize what we now see to have been appointed for it, that some far-seeing man or men, with large thoughts and a grand outlook; with comprehensive grasp and strong hope; with energy in working and generosity towards all learning and knowledge, should be called upon the stage of action to receive to himself the great idea of the future and to form the plan. Such a man was found, and called with earnestness and unanimous consent, to be the leader of the new era. With much wisdom and a deep insight into the fitness of men, he united with himself other and younger associates who were all eager for the opening life and sympathetic in the purpose and effort to urge forward the work. The twenty years that followed were a creative period—creative in every line. The idea of the century's life was formed; the plan of development was conceived and was set on its way towards its full realization; the inspirations of right-thinking and right-living were awakened and imparted; the principles of the Yale life, in its distinctive character, were imparted to it and strengthened; everything was made ready for the later time and an onward impulse was given everywhere.

The end of the first period came, and as the leader passed away the younger associates remained in the fullness of their manly age and strength and with enthusiasm for the work that was before them. This work, however, was not the same with that of the former time. The great progress and results of the earlier period were to be made secure. The new life that had been gained was to be established and ensured as the permanent life of the future. A man of conservative force was needed and the conserving of forces was the demand of the hour. Such a man was at hand among the younger associates to whom we have alluded, and happily he was placed in the leadership. With admirable firmness, with great wisdom, with an ever calm and even movement, with liberality of thought but with soundest intelligence, he, in union with his colleagues who had for him always the highest esteem and reverence, built on the foundations which had been laid and made the institution strong in the life that had been given it. That the Yale of to-day is the historic Yale which rose into its larger and grander life in the opening years of the century is largely due to him. In this sense and meaning of the expression, he gave to the institution its permanence.

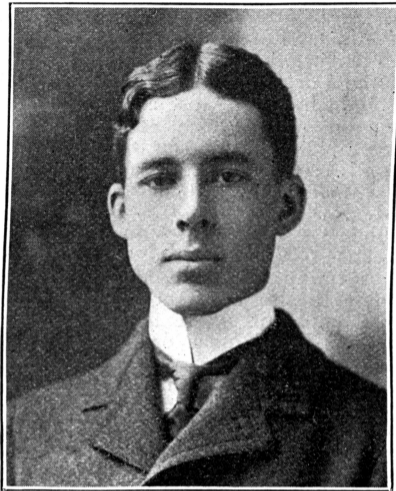
THE WOOLSEY ADMINISTRATION.

But the dividing-point of the century drew near, and there was a new stirring of intellectual life and of scholarly impulse and energy. The wants of the time were to be met only by a scholar, a man of brilliant and deep thought, of inspiration for other minds by reason of the richness of his own mind, of such sincerity and truth and consecration that all who approached him, or came under his teaching, were at once led to believe in genuine learning and knowledge, and to reject all that was false or a pretence. The era was the era of awakening scholarship, and the institution was to be made worthy of the time through which its life was passing. The man who was fitted to be the leader in the new movement and the all-important work must be the peer of his predecessors. But as they differed from each other in the service which they were called to fulfill and therefore needed to be men of different powers, so it was necessary that he should be, in his measure, unlike them both. The history of the twenty-five years from 1846 to 1871 throughout all its progressive development made manifest the blessing which was given to the College when the new leader was chosen.

THE PORTER ADMINISTRATION.

The years moved on, and the century drew near to the beginning of its last quarter, when a new change in leadership was made necessary, and a new sphere of effort and of progress opened. The hour had arrived when the early plans might be definitely and intelligently carried forward towards their

realization. Everything was in readiness for the work that was called for. But it was still—so far as the special work was concerned—a time rather of the earlier movement, than of the complete result. The scholar and teacher who was called to the succession, and to whom the chief administrative office was committed, was fitted, by his wide and large interest in all learning, to appreciate the importance of every department of knowledge. He was genial and kindly to such a degree as to be winsome to men whose thoughts moved in different lines and whose sympathies for one another were limited by reason of their working in different spheres. He was a University man in his mind and character. The institution grew



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stronger in its membership and in its scholarly development. Much of what is now seen in its larger growth or fruitage had its origin in those years.

THE LAST ADMINISTRATION.

But these years came to their end, and what shall we say of those which have followed them and are bringing the century to its close? The work appointed for this period, if I am able to understand the meaning of the time, was a work of building in all lines, of unifying the several departments of the institution into one common life and making them parts of one large and comprehensive body. Great additions to existing resources were needed and were to be secured; the College was to be changed in name to a University, and in reality the change was to be made manifest; the rebuilding of the institution in its external sphere was to be largely accomplished, so that the home of the University might be worthy of itself; the movement of instruction and of the courses of study was to be guided and furthered so that the education given by the institution in its different sections might be a development out of the past and yet might fully meet the demands of the new age. All this was to be done, in connection with an altogether unprecedented increase in the numbers of the student community—an increase which rendered the call for the fulfillment of the work continually more emphatic and more urgently pressing.

How well the duty of the time has been performed in this later period, it is not the place or the hour for us to determine to-day. But no one can doubt that these years have been full of great possibilities, and that they have been possibilities which were not open in the earlier times. The new period, with what it contained and offered in itself, came in the right order—not before and also not after its due place in the history. The whole progress from the beginning to the ending seems like the growth of a human life towards its maturity and fullness. We are to look at each part of it in its bearing upon the whole, and in its connection with what preceded and also what was to follow. No more truly have the words their fitness of application anywhere than they have it here:—"Other men labored, and we have entered into their labors." The labors of each are to be estimated and measured by their relation to the one great result—it being ever remembered that the call of the times was to one, to lay the foundations and to another, to build thereon.

THE CENTURY'S WORK ACCOMPLISHED.

The century is now ending. May we not say, as we look backward over its years and its periods that its work has been accomplished—the making of the University has been realized. Not that the University has reached the perfection of its life or its ideal; but that it has taken the place of the older institution of the earlier time and has become established in readiness for all possible growth of the future.

THE NEXT CENTURY.

And now as we look towards the coming century, what shall we say? The work will be one of development. It may not have within itself all of the special inspiration of the past, but it will have that which belongs to the later growth and the larger life. It will be a blessing, indeed, for the men of the new time to give themselves to the new service to which they are called. They will see greater things than we of the older generation have seen. These greater things are awaiting their realization in a time that is just beyond the present. If there is readiness for planning with an intelligent outlook, for efforts which shall answer to the demands of the era, for providing with a generous freeness and fullness for the supplying of all wants and thus rendering the desired results possible, the next years will witness the better and grander life, in its rich beginnings. The next century will know within itself what is far beyond our present vision of good, and the sons of the University of the coming time will have an inspiration of educated life which will be a blessing to themselves and to the world. We may well pledge ourselves, according to the measure of our powers,—each and all of us, older and younger alike—to the fulfillment of the work that is needed. We may congratulate those who are to be the leaders in the forward movement on the prospect that is before them and the promise of the future.

A MOST AUSPICIOUS TIME.

This time of the changing centuries is surely a most auspicious time. Let us take to ourselves the hopes which it opens for us—the energy which it asks of us—the grand thought and purpose which it inspires—the faith in the future which may fitly find its abiding place in the soul of every man who has known the spirit and the life of Yale. This is my word to the Yale brotherhood, and, with this word to them all, I would bid the friend who has been chosen as their leader for these following years go on his way rejoicing in what awaits the University.

The closing of this day is the closing of my term of official service. May I be permitted to express to all in this assembly who are of the brotherhood of the graduates, and through them to all others of the brotherhood, my thanks for their kindly feeling and cordial support and generous approval in these thirteen years. No man could have been happier than I have been in the friendship of Yale men—a friendship which began as I first came to know them in the early days of my young manhood and which has continued until now. But in these last years the friendly sentiment has been of greater helpfulness, as it has been a strength and inspiration in all my service for the University. May the richest gifts of happiness be granted to those who have thus given to me so richly of their kindness and affection.

TO THE GRADUATING CLASSES.

To the young men of the several Departments who are just leaving the undergraduate days, and passing into the graduate brotherhood, may I offer my congratulations on the privilege which they have of entering upon their active life at the opening of the new century, and of taking their part in the great problems and progress which will belong to it. May I also make my grateful acknowledgment to each and all of them for their good will and for the kindly favor which they have always manifested towards me in their University course. They are the graduating classes of the several schools that are united in the University. I would ask them, for the future years, to give me a place in each of their classes as one whose academic career came to its ending at the same time with their own.

THE PRESIDENT'S REPORT.

The Last Official Paper an Unusual One.

The last report of President Dwight is, in many respects, the most interesting one he has made during his thirteen years service. Its publication was postponed until the end of the year, and includes, not only a report for the year ending December 31, but a supplementary report of the six months from January to June, 1899. As the last official utterance of the President, it voices certain ideas about the higher education which may be taken as the fundamental convictions of the outgoing administration. President Dwight has seldom discussed such matters in his reports before this, and the expression of his views at this time is all the more welcome and all the more interesting. He lays great stress on certain points and would seem to say to those who come after him—"These are the lines on which Yale has successfully grown; see that they are not departed from in the future."

THE FOUR-YEARS' COURSE.

Of such are his arguments for a four years course, in which he says: "If we are to have an education of a general and well-rounded character as preparatory to the more special one fitting for professional life, we may well retain the four years college curriculum, and as we consecrate it to its own high purpose, we may fitly arrange it in its successive stages as best to accomplish the end in view. There can be no doubt that the tendency to specializing in our educational system, even from the beginning of the studies of youth as contrasted with childhood, has become excessive, and that, if the best education is to continue, this tendency must be counteracted. Otherwise, we may have educated lawyers, or physicians, or specialists of one sort or another, but not educated men. Our arrangements in this institution, so far as the provision for different studies and the progressive character of education as connected with them are concerned, have met with favor, and have proved themselves in the experience of the years to be wisely adapted to accomplish desired results—those results which are believed to be the most desirable. That modifications may be deemed wise, or may seem to be called for, in the future, is not improbable, but it may be hoped that the great principles of the Yale education will be maintained."

PERSONAL CONTACT.

The President says that the call of to-day and of the future upon professors and teachers is to enter into as close relations as possible with individual students who are under their personal instruction. He says bluntly that the teacher who sees his class only in the lecture room or the recitation room, only partly fulfills his duty. He believes that it is more incumbent upon the teacher to-day to maintain a personal relation than ever it was before. He says that members of the Faculty should have certain hours in every week, if not an hour every day, when their pupils may meet them, and by personal contact, get that from them which they cannot in the class-room. According to the opinion of the retiring President, the personal influence of the teacher over the scholar has made one of the best features of Yale life in the past.

THE TEACHER.

In line with this suggestion is the emphasis laid on the necessity of securing for the Faculty not only men who have done individual research work, who have written something or discovered something definite, but men who are teachers. Teachers for teaching, seems to be the President's idea. The President admits that a University like Yale must have men whose ability is limited to research and achievements in scholarly work, but avers that it must also have men of magnetic power who can influence the minds and the lives of those who come under them.