



THE PRESIDENT AT CLEVELAND.

Shows the Alumni the Building Plans—His Speech in Full.

The presence of President Hadley was the feature of the twentieth annual dinner of the Yale Alumni Association of Cleveland, which was held at the Stillman, on Euclid Avenue, Saturday evening, December 30. President Hadley brought with him to this meeting sketches made by the University architects, Carrere & Hastings, of the buildings proposed for erection on the new college square, in connection with the Bi-centennial. The plans had been finished only two or three days before and were exhibited here for the first time. They were not finished in detail, of course, and gave only general plans. As announced by President Hadley, the plans when completed will be printed, with a good deal of fulness and detail, in the ALUMNI WEEKLY.

Over seventy Yale men were present at the Cleveland banquet. Their classes ranged from 1857 to 1902. With President Hadley at the head of the table were George H. Ely, Yale '65, President of the Association and toastmaster of the evening; Prof. George C. S. Southworth, Yale '63; W. S. Kerruish, Yale '55; Whittlesey Adams, '57; Samuel A. Raymond, '70.

The toast list followed an unusual plan, including a welcome to the President by Professor Southworth, the speech of President Hadley and the following toast-list, or list of speakers:

Mr. Kerruish,	A Graduate.
Mr. McBride,	A Senior.
Mr. Brown,	A Junior.
Mr. Abbott,	A Sophomore.
Mr. Roby,	A Freshman.

As was to be expected, next to the speech of the President with his outline of the plans of the University, the interest was perhaps keener in what the football men had to say about the season, than almost any other subject. During the course of the dinner, Mr. Horace Andrews proposed a long cheer for President Hadley. When this had been given with much enthusiasm, all joined in the song "For He's a Jolly Good Fellow."

Prof. Southworth, in his introduction, said that Yale had changed no faster than the Anglo-American civilization. He spoke with special pleasure of the stand taken by President Hadley in favor of equality between rich and poor at Yale. He offered very hearty congratulations to the new President and wished him Godspeed.

President Hadley's address, which is given in full below, was very closely followed and received with warm applause from time to time. Particularly popular was his opening declaration of the supreme importance of making Yale a place where Yale gentlemen are made. The general outline for the development of the curriculum was also satisfactory to the alumni. His address in full follows:

President Hadley's Speech.

Mr. President, Professor Southworth, and Gentlemen of Yale Alumni: No one can tell what a privilege and what a pleasure it is to receive a welcome like this,—welcome from any body of Yale alumni, doubly so from an association like yours in Cleveland, which for twenty years has maintained a continuous existence as a body and whose members have done so much for Yale.

I am going to try to tell you a little of what we are doing: for if alumni associations like this are of any use at all, they are of use in making the graduates feel that they are, as they really are, a part and the largest part of the life which is going on at Yale every day. I am going to try to tell you in a few plain words about the policy of the College,—first on its intellectual and moral side, and next on its material side.

Any college and any university in America at the present day is face to face with two problems, sometimes going hand in hand, sometimes seemingly inconsistent in the means to be adopted. One is the making of gentlemen, the other is the making of bread-winners. Any college, to solve its problem and fulfill its mission, must do both. If we had to sacrifice either, I think there can be no doubt which as Yale men we should give the preference to. We should say Yale has been and must remain a training school for gentlemen—for the very best kind of gentlemen: for as America is a democratic nation, the American gentleman must take a larger group of fellow-men within his sympathy than any other. But we have not to make this choice and it will not do to make this choice, for so many great colleges and universities are striving side by side, each in their own line, that we must, side by side with this training for citizenship, have a training for the professional work of after life, and it is the work of the modern educator to solve the question of how these things can go hand in hand.

YALE'S TENDENCY.

Now in some of our colleges and universities there has been a tendency to lay too much stress on the bread-winning side. The tendency of Yale has been toward the other extreme,—to lay stress on traditions, on the formation of character; and far be it from me to wish to advance one side which should take us away from that high ideal of the training of gentlemen, of democratic-spirited gentlemen, of Christian gentlemen of the best sort, which has formed the characteristic in the past.

But this must not be made an excuse for slightness in other directions. You know the story of the Cunard Steamship Company. One of the passengers complained that his napkin was dirty, and the steward said: "Yes, sir, but we never lost a passenger." We must not get into the same kind of trouble as that, and must not let the pursuit of what is the main object prevent us from taking care of the pursuit of other business of importance. Now for this purpose we need the development of a better system of intellectual training, along with the social and athletic training and the old fashioned mental discipline, as it was called, that formed so much of the college curriculum. We need so to arrange things with the college course that, instead of being an intellectual spring, separate by itself, it will have a connection with what goes before and what comes after.

HARMONY BETWEEN YALE AND SCHOOLS.

On the one hand, we need to get into closer connection with the schools. I think most of you who have gone through the early years of the college course have felt a lack of coördination there,—that in taking some of the young men from the schools we give some of them the same things over again; in taking others from the schools we give them things for which they have not been prepared. Now the only solution is for the college and schools to work together,—for the college to get into connection with the work of after life.

This has been so to some degree in the Sheffield Scientific School, but with the increased coöperation I believe it will not only be done more there, but will come into the Academic Department, and the later years of a man's course will be the beginning of his preparation in active life afterwards, so that he will begin his career, in whatever profession, one year at least advanced beyond what the graduate does now. Not that we wish to anticipate the work of the office or the work of the shop. There can be no greater mistake than to suppose that the College should teach in its course the things which a man has to learn afterwards; for if he learned them in his college course one day, he would surely in each several office or shop have to learn them in a different way and unlearn all that he knew before.

TRAINING IN PROFESSIONAL THEORY.

But we can in our college courses give training in the theory of a man's profession; we can so help the student in his choice of electing that he shall begin to see in Sophomore and Junior years what he expects to do in after life; shall adapt his work intelligently toward that end; shall, instead of making his Junior and Senior years a mere haphazard collection on all sorts of subjects, take a certain amount of work that shall be training towards his profession. I believe that if we manage it rightly we can get not only into connection with professional schools, but with the offices and departments of the United States government.

As an instance of what I mean,—what I should like to strive for,—take architecture as it is taught in Paris, for instance. Do they teach it as most universities do, mixing up theory and practice in the schooling? No! they teach theory in the school and give the student at the same time an opportunity, as early as possible in connection with it, to go into the shops, to get into connection with architects' offices and to learn in the offices what can be learned there and only there, making a connection by bringing the student and practitioner into union with one another.

YALE AND FORESTRY.

Now, taking an instance of what we can do here or what I hope we may do here, I think we have something in hope in the immediate future. I am not at liberty to say how far negotiations have gone. Of all the needs at present, the thing we feel the need of most is the intelligent teaching of forestry, which stands out prominent. We need it for the sake of the rainfall of the country, for the health of the country, for the future life of the country. I hope I shall see established at Yale in the not distant future a school of forestry, which shall be not a school of a kind of botany as are some of the schools at present in the country; not modeled on German fashions, as is the case with the remainder; but as a school adapted to the needs of America, teaching in the studio and in the laboratory the principles of botany and surveying, the law of economics necessary to the understanding of the subject, and giving the men a chance to go out into the fields and do practical field work, and work into positions with the United States government; work into positions of private influence also, which are bound in the immediate future to increase very greatly in importance. Such a school of forestry I believe we have at hand and before us.

If we were to sum up the lines of Yale's development, I should say we hope first to have greater coöperation between the departments; second, greater coördination between the begin-

ning of the college course and the end of the school life; third, and most important of all, organized means of passage from the theoretical studies in the class room to the practical work of life, and not by supposed practice but by facilitating the connection with actual work of the schools, the shop and the office. In so doing we shall work slowly in all that is destructive of our old methods, for we have done so well in the past that we should distrust the radical reformer who would upset too quickly things that have proven themselves essential in the training of citizens for the development of the country.

KEEP MOVING.

But we should keep moving,—should substitute studies that have a direct bearing on life for those that do not, and just as fast as we can, without sacrificing the coherence of the student body and the existence of the mass of student traditions which have made men of us.

And now I suppose you will want to come to the illustrated part of the lecture and know what we are doing on the material side. You may have heard that in October, 1901, we have a bi-centennial before us, for which we have to prepare. Now when I entered office, matters were in this shape. The Corporation had decided—turning to this plan, you will see the Yale Campus here, Chapel street here, Elm street here, Grove street here—the Corporation had decided that the bi-centennial buildings were to be placed on this block diagonally opposite the Scientific schools. It had been further decided that the choice of architects should be determined by a limited competition, in which five leading architects were invited to participate. These architects were invited to present a plan for the future development of the grounds and also plans for the bi-centennial buildings. Now none of the plans met the conditions, and particularly that condition that the buildings were to come down as close as possible to the cost of \$400,000. But the plan of Messrs. Carrere & Hastings, on the whole, came nearest to meeting the needs of the University in this competition, and while these things are not to be regarded as finally accepted plans, they are the plans of the architects whose scheme was accepted, and represent in a general way what we are supposed to do.

As soon as the plans are finally drawn they will be published with great care in the ALUMNI WEEKLY, and will be distributed. But these are general drawings presenting the general plans. I will say to the Cleveland alumni that this is the first occasion on which these plans have been made public outside of the building committee and the Corporation.

OPENING THE YALE CAMPUS.

The plans of Messrs. Carrere & Hastings contemplate a gradual opening of the interior of the Yale Campus. I might say that these architects were so interested in the development of Yale that they offered their services for nothing in attending to the grades and laying out the Campus. This contemplates the taking out of all the old buildings. I, for one, hate to see South Middle go; but my friend Mr. Winthrop suggests that we leave it until all the men who roomed in it have forgotten it. From this Campus it is contemplated that a place with an arch should be opened in the lower part of Durfee, making an opening toward the middle of the Campus on the block beyond. On this block we have already East and West Divinity Halls and the buildings connecting them.

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