

(20 May 14, 1903)



that a distinctively Christian college like Carleton should do all in its power to develop men and women who believed in the Fatherhood of God and the Brotherhood of men. In fact, it was an awakening of a deeply religious spirit which is the most fundamental need of the country.

The speaker called attention to the fact that in the ordinance of 1787 for the government of the territory northwest of the Ohio River occurs these significant words:

“Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.” It was in the carrying out of this purpose that Carleton College was founded. The three things mentioned in this ordinance of over one hundred years ago are in essence the same things which I have indicated today as essential parts of the college training. Religion stands for man’s ideal relation to God, morality for man’s ideal relation to his fellow men, knowledge for man’s ideal relation to the facts of history and science. Again we see the working out in the college of those three essential factors in civilization mentioned at the outset—the church, the home, and the school.

“And now, Mr. President, I turn to you in closing. As an old friend, as a representative of your Alma Mater, as a link in the chain which brought you to this position, I bid you Godspeed in your new work. I ask you to remember that Carleton College is not, and I hope never will be, a university, training men for the specialized duties of life; that work can be better done by the great State University which has as its head another honored son of Yale. But let Carleton College continue to be, as its founders intended that it should be, a Christian college, an institution which aims at the development of a symmetrical Christian character. See to it that the minds of men and women are here trained by scholars whose one great aim is to find the truth and teach it. See to it that the hearts of the students, the sympathies of the students are here broadened and deepened by the intimate associations of community life. See to it that the souls of the students are here strengthened by the

preaching of that Word which alone can give peace and strength and power. President Sallmon, you come from an institution which, especially in its college department, has stood for the development of these same things. Yale has done much for you; Yale expects much from you. We confidently expect to see you develop here on the firm foundations already laid, a Christian college of the noblest type which will continue to send out men and women strong in heart and mind and soul. That you will be true to your trust we doubt not. That the Church, the Commonwealth of Minnesota and the Nation will be the richer for your labors we are equally sure.” [Applause.]

THE INSTALLATION OF THE PRESIDENT.

The Honorable William H. Laird, president of the board of trustees, then presented to the President, both rising, the Charter of the College and the keys of the buildings,—as follows:

“SIR:—The trustees of Carleton College believe that in you they have found a man who will preserve what is worthy in the spirit of the institution and carry forward its work along progressive and modern lines.

They repose entire confidence in your judgment, and pledge you their individual and united loyal support.

And now, by virtue of the authority invested in me as President of the Board of Trustees, I have the honor to hand you the Charter of Carleton College, and the keys of the buildings thereof. May God help you to discharge your trust faithfully and well.”

ACCEPTANCE BY THE PRESIDENT.

“MR. PRESIDENT OF THE BOARD OF TRUSTEES: I accept the Charter of Carleton College and the keys of the buildings, and with them the responsibilities of the presidency, and to the best of my ability I will discharge the trust you have reposed in me, the Lord being my helper.”

CHORAL RESPONSE BY THE CHOIR.

“The Lord bless you and keep you,
The Lord lift up his countenance upon you,
And give you peace;
The Lord make His face to shine upon you,
And be gracious unto you. Amen.”

THE INAUGURAL ADDRESS.

In introducing President Sallmon for his Inaugural Address, Mr. Lyman said: “The greatest glory of any generation is its contribution of equipment for life and service to the generation following. So the greatest glory of a college administration is its contribution of equipment to the succeeding administration. In the present instance, this contribution is a noble one, including far more than endowment and other material possessions. The greatest contribution of President Strong’s administration is the spirit with which he has imbued the college,—a spirit which, like the Yale spirit it resembles, has come to have distinctive recognition. Both spring from a common root. A root which lies deep in that early Puritanism which Froude characterized as a ‘horror of sin, and an enthusiasm for justice, purity and manliness.’ It is a spirit than which nothing could be finer. In varying forms of expression it has dominated Yale life for two hundred years; and in varying forms of expression it will live on and be dominant in Carleton long after he who breathed into the institution this ‘breath of life’ shall have yielded up his own.

“And now, we have installed as President of this college a man whom we believe to be especially fitted to preserve and develop the best fruits of this spirit in the Carleton life, and to so carry forward the work committed to his charge that when his turn shall have come to pass his office to another there shall be found in the bettered equipment for that new administration the greatest glory of his own.” [Applause.]

President Sallmon’s address, in which the chief interest of the program centered, was listened to with close attention, and was as follows:

“We have assembled here today in keeping with a time-honored custom. The personnel of the assembly, and the robes which are in evidence indicate that the function is of an academic character. The place where we are gathered, dedicated to the worship of Almighty God, bears witness that it is connected with the Christian religion.

“The installation of a new head, and the inauguration of a new era, is such an important event in the life of a college that among the varied exercises arranged for the occasion, is the in-

augural address in which the new leader is expected to declare the faith that is in him, and possibly to unfold his policy for the future conduct of the institution, if he be fortunate enough to have a policy to unfold. The latitude for discourse is ample, for the educational field extends from the rising of the sun unto the going down thereof, and the topics available for exposition are legion. But in order to focus our thought let us confine our attention for a brief time to a few practical matters which are pertinent to our local conditions. The outline of the program suggests that there are certain relationships into which the president of a college enters. These relationships are varied in character, they are mutual, they include many interests, and they are subject to such differences of opinion and interpretation that a consideration of some of them should prove valuable to us all, and will afford sufficient opportunity for a declaration of faith and purpose.

"But let me express first of all my hearty appreciation of these welcome words of greeting spoken in behalf of the Trustees, the Faculty, the Alumni, the State University, and by the students at their meeting this morning. The real significance of these messages lies in the evidence they furnish of the existence of a healthy college spirit, and of an influential body of friends who have the welfare of this institution at heart. The words of hope and good-cheer express belief in a mission for the future. They inspire courage and at the same time deepen the sense of responsibility which I feel in accepting the trust committed to me. When the call came to assume this work and the work in this place I was constrained to accept because of a deep-rooted belief in the mission of education, in the mission of the college, and because of an inherent love for students. After mingling with men in many walks of life and in many lands it is refreshing to breathe again the student atmosphere. Taken all in all they are the finest people I know, the most responsive audience before whom I have ever stood, and the cleanest and most ingenuous body into whose eyes I have ever looked. Whether in the Orient or the Occident, they are all of a type and I love them.

"The mission of education is to provide for the highest symmetrical development of the individual, to train the faculties for clear thinking, and to furnish the mind with the highest

ideals which are possible to men. Its results should be such information of the mind, such tempering of the passions, and such discipline of the will, as shall bring to the individual self-control in all the wide meaning of that word, to the community an enlightened public spirit, and to the State a well-instructed equipment for service in good citizenship.

"The mission of the college is coterminous with the mission of education. The college provides for close and intimate association of those having similar aims. It brings together boys and girls from many communities, so arranging for an interchange of ideas and a breadth of vision which no purely local institution can give. The college provides for that close contact of student with instructor and of student with student which is so powerful a factor in character building. It has its geographical advantage in being near at hand for many who could not make long journeys to seek it, and its economic advantage in offering an education to many sons and daughters who could not afford the expenses of a larger community.

"An authoritative account of the origin and character of Carleton College declares that, 'It is the aim of the college to provide a liberal and thorough education, embracing not only mental but moral culture, and the development of character. Its standard of scholarship is that of the best American colleges. It is not sectarian or denominational, but is thoroughly Christian and evangelical.' It is not sectarian because it does not proselyte, or conduct a propaganda in the interests of any sect. It is not denominational, because all denominations are welcome, and no one is deprived of religious liberty. What we are seeking to do then with this educational plant is to produce men and women of sound education according to the best American standards of scholarship, and of sound character according to the catholic Christian principles of fundamental morals and ethics.

"The President is the executive head, and in a large measure the framer of the institution's policy. His first relationship is with his Board of Trustees. In their hands is the power of election, and to them he is responsible, and must by his career justify their choice. The Trustees are the pledged guardians of the institution's highest interests. They are more than managers, they are stewards of a sacred

trust. It devolves upon them to study the needs of the college intelligently; to plan, by personal subscription, by bequests, by canvass, and by other means to procure adequate funds and equipment. In all of these matters the President should co-operate to the extent of his ability, but he can render his best service to the college by being relieved as far as possible from the direct initiative and burden of the financial question. The President is the connecting link between the College-in-action and the Trustees. He should keep them fully informed of its progress and needs; he should spend much of his time at the college studying its intellectual interests, strengthening the weak places, stimulating the instructors by his presence in their classrooms, and inspiring them by personal contact. He should be free for some teaching in his own department both for his own sake and for that of the students. He should have such control of his time as to be able to appear in public in such gatherings and in such capacities as will be for the best interests of the college. The Trustees should guard their President from becoming merely a financial agent, and should do their utmost to make it possible for him to carry out his plans for the expansion of the institution.

"For the proper conduct of the institution as it now is Carleton should have an endowment of at least a half million dollars. Our greatest need undoubtedly is such an increase of the funds as will enable us to pay better salaries to worthy instructors, and to secure and retain the services of professors who will by superior intellectual and inspirational work raise the standard of the college to the front rank among institutions of its grade. But we have pressing need also of an addition to the Science Hall for the accommodation of enlarged work in Biology, Chemistry and Physics—of a gymnasium to supplement the work of body-building done on Laird Field—of a Music Hall with dormitories for music students—of cottages in town to be used as dormitories for men—of an administration building containing a new chapel, rooms for the literary, athletic and religious societies, and offices for the President, the Dean and the Financial Secretary. These with the beautifying of the campus would call for a million-dollar endowment. Towards such a goal we should work steadily and persistently for we are

planning not only for the present but for future generations. Of the 496 colleges enumerated by the United States Commissioner of Education less than thirty-one possess income-producing funds of \$1,000,000 and upwards. This number must increase, for in proportion as the ideals of the people rise and men more and more believe that character is nine-tenths of life will they turn towards the college where academic environment and semi-seclusion offer the best advantages and the safest surroundings for their children. We do not need in these States of the Interior any increase in the number of colleges. In fact there are some States where the number might be decreased with profit—and in this State it would be of immense advantage if the colleges under Presbyterian and Congregational auspices could come together and make one strong institution. There are no valid reasons for separate existence. Neither would attempt to justify its position on sectarian grounds, while from the economic point of view the gain would be enormous. It would be well if this spirit of federation might spread even farther. It would be well if this college with a number of others of similar aims and purposes in neighboring States would unite to form a trust. Such a combination because of its economic advantages and because of its illustration of practical unity, offering, as it would, an opportunity to benefit several States, would appeal to the business sense of men of means, and would probably hasten the supply of adequate equipment. Such are some of the broad questions which the Trustees and the President are called upon to consider, and that body of Trustees who will betake themselves to tasks of such wide import, and leave the internal management of affairs to those who are at the center will get to itself great glory.

"The second relationship which the President sustains is that to his Faculty. The Trustees are the guardians of the college in its extensive interests, and the Faculty under the leadership of the President, are the trustees of its intensive interests. To the Faculty belongs the shaping of the curriculum, the administration of discipline, and the provision of conditions suitable for training the young men and the young women under their care for performing the duties and functions of high minded citizenship. Since the President is held responsible for the conduct of internal affairs, he should

have the freest hand especially in the choice of his teaching staff. There are two elements essential to success in a teacher, and these two at least, the President will demand in his appointee. First, that he be able to impart information. The possession of knowledge is not sufficient. Scholarship in itself will not avail. There must be ability to use that scholarship by imparting the knowledge possessed, else the teacher as a teacher is a failure. Many a professor's chair is stuffed, not filled, by an incumbent whose ponderous lore congests his utterance. The writer of the Acts of the Apostles in his concise lucid style, states in one sentence four facts about Gamaliel, Paul's instructor in the college at Jerusalem. First, he was a 'member of the Council' or supreme court; second, he was a Pharisee, broadminded and tolerant as we learn elsewhere; third, he was a doctor of the law, a rabbi, which included legal, ministerial and teaching functions, and fourth, he was 'had in honor of all the people,' that is he was a popular professor with a reputation for thoroughness, so that Paul could say of himself in one of his letters that he was 'taught according to the perfect manner of the law of the fathers.' The teacher must not only know his subject but he must know how to teach it. Again, the teacher must be able to impart inspiration. If he can impart information, and is in love with his subject, if he has high ideals, and a genuine, unassumed sympathy with young people, and delights to pour out his knowledge to enrich and to form, and not simply to inform his students, he represents the inspiring type. With such a corps the President must seek to surround himself, and having found them he is to be their guide and counsellor, and to see to it that the conditions precedent to effective work are established, that efficiency within the department is maintained, and that that harmony of relationship exists which is indispensable to cooperation. Among the Faculty and Trustees of this institution are men and women who have devoted their lives and their substance to its welfare from the day of its foundation to the present. As an evidence of the spirit of consecration which exists among the teaching staff, I am constrained to make public a document which was handed me in January shortly after my assumption of the Presidency.

'We, the undersigned, respectfully

tender to you our resignations of the positions we hold in Carleton College to take effect at the end of the current school year.

'We do this, not because we are dissatisfied with the change in the office of the President of the College, nor because we wish to give up our work, nor our relation to the College; but, solely because we desire, as far as we can, to place you in a position for the same independent choice of your Faculty for your administration, that President Strong exercised in the selection of the present Faculty for his administration.

'In thus offering our resignations we express to you the loyal and earnest hope that you may be guided wisely and well in carrying all the great responsibility that may be yours in maintaining the future welfare of Carleton College.'

Signed by the members of the Faculty.

"The situation created by this document, though not without some possible embarrassment, was on the whole, a delightful one for a new Executive to face, and made easy the path for future readjustment. This is both the place and the hour for a new dedication on the part of both Trustees and Faculty to the further achievement of those high ends for which the college exists.

"The next relationship of the President is his relation to his students. The college exists for the students, for their individual development, and for their preparation for life-work. The courses of study are planned with these objects in view, and the whole life of the place should tend towards this same end. Self-government, not paternal government, should be the key-note, and each student placed upon his own honor and personal responsibility should be expected to deport himself according to the best standards of conduct that are maintained among men and women of refinement and culture in Christian communities. It is not a mark of a Christian college to hedge in its students with an array of 'Thou shalt,' and 'Thou shalt not.' Arbitrary regulations are not Christian in their results. The college should reduce its formal rules to a minimum, and should seek to develop the habit of acting from a consciousness of principle.

"The environment should be such that the student will learn that work is his birthright, and that hard work is honorable. He should be put in the way

of gaining that mental equipment which comes from concentration and perseverance, and the mastery of some subject. Culture, it is true, comes from knowing something of the best that others have thought and said, but culture blossoms into manhood and womanhood when one begins to think his own thoughts through clearly and to put them into his own words. 'When I want a college man,' said one of the leading employers of railroad labor in the country, 'I want a man who knows that it is hard work to use books that are worth anything; and as a preparation for railroad service I would rather have a man who has learned to use one hard book without liking it—a Greek dictionary, if you please—than a man who thinks he knows all the experimental science and all the shop work which any school can give him and has enjoyed it because it is easy.'

"Now the real transforming years of a college course are the junior and senior years. It is largely true that the average student during freshman and sophomore years has simply been doing memory work. The quickening of the reason and the imagination comes with the third and fourth years. The value of the junior year is equal to the two which have preceded it, and the senior year with its intellectual awakening is of more value than the preceding three. Every effort should therefore be made to persuade parents of this, and to encourage students to continue their work steadfastly unto the end. The President will show himself the friend of the students by seeing that such ideals are held before them. His relationship to them is summed up in that one word "friend." He will be interested in all their interests—literary, social, athletic and religious. He will be accessible to all who may wish to consult him about personal interests, and especially to those who seek his aid in the solution of those intellectual and spiritual difficulties which at some time beset every thinking student.

"The next relationship of the President is that to the alumni and former students who are not graduates. They compose a body who may be of great service to the college. They know the needs of their Alma Mater, and should, as her debtors, use all their influence to send to her students, money for endowment, books for the library, equipment for the laboratories and other departments, and such aid in erecting necessary buildings as it may be in

their power to secure. The alumni in their different pursuits are exemplifying the spirit of the college which fostered them. Of the more than 400 who have graduated and of the 3,000 others who have studied here, many hold positions of great influence, and some have reached places of eminence. To all of these as well as to those in humbler spheres the college looks for loyalty and support, and the President as he labors at home or as he goes from place to place, looks for encouragement, and the holding up of his hands in practical assistance.

"Another important relationship is that between the college and the community in which it exists. Carleton can never forget the generosity of the people of Northfield when in 1866, the inhabitants numbering about 1,500, there was given \$20,000 for the founding of the institution, and the record shows that at other times, especially during the crucial period in 1870, there have been similar exhibitions of devotion and self sacrifice. The college owes the community a great debt, and it can best discharge that debt by manifesting interest in the welfare of the city, providing lectures, musical entertainments and certain library facilities, by patronizing home industries, and by cooperating with every organization and movement which makes for the betterment of the people intellectually, materially and spiritually. A college owes to its community that it adapt itself to a certain extent by offering such courses as will serve the community. In this region our interests are largely commercial, and the majority of boys and girls go from the towns into the cities to engage in business pursuits. Many of them would be benefitted by a commercial course such as the college might offer in its academy, and undoubtedly many who came to take such a course would remain for the higher education.

"But the obligations are mutual and the college has also a right to expect something from the community. This beautiful town is largely what it is because of the existence of the educational institutions, St. Olaf and Carleton, in its midst. Take from Northfield its academic atmosphere, its public-spirited faculties, its families who have moved here to educate their children, and others who have settled here attracted by what the colleges mean;

take away the body of students, pull down the buildings, and now close your eyes and imagine what the place would be without them. The citizens, as a matter of pride, of profit, and of policy, if not as a matter of duty, should see to it that the interests of the institution are promoted in every possible way. There is need of continued liberality in gifts of money and of property. Better far such a monument than some shaft of cold polished marble away in a lonely cemetery. And the college has a right to expect that all citizens will cooperate to make the city a safe and wholesome place for these young men and women who gather to be educated here. In a very real and vital sense the community is a trustee of the college.

"There is, or there ought to be also, a close connection between the College and the Church, especially the Congregational churches of the State. The College is the child of the General Conference of Minnesota, and in the early days, the members not only gave \$10,000 towards a 'Founder's Fund,' but they also gave freely of time, energy and self-sacrificing devotion. The relationship is not a corporate one for many denominations are represented among the Board of Trustees, the Faculty and the students, making the college undenominational. The relationship is that of friendship and community of interest. There ought to be many pastors who are seeking among their congregations for boys and girls of promise whose feet should be turned towards the college, just as in Drumtochty where Ian Maclaren tells us that the minister, the doctor and the school-teacher made it their business to find promising lads, and if necessary provide the means, to send them off to college. Such interest will revert helpfully upon the church, for the church is dependent upon the college for the supply of its ministers. And we believe that just so long as parents hold the conviction that character is nine-tenths of life, that college will have a mission which provides a guarded education under wholesome influences. The theory that it is good for a growing boy or girl to be plunged into temptation is a vicious theory. Parents do not accept it for their children, and right-minded children do not adopt it for themselves. Realizing how doubtful to our weak humanity is the issue of every temptation, our Lord prayed, 'Lead us not into temptation.' The college answers that prayer by securing

a teaching staff whose individual and united influence is positively towards the highest ideals, by so presenting its courses of study as to teach that religion is an applied science, and by providing social conditions which by both stimulus and restraint shall preserve in some measure the guarded care of the home, and so make for the noblest type of manhood and womanhood. The college is the ally of the church in forming high-toned public sentiment, and in infusing into society intelligence and refinement. The church should be the most generous supporter of the college in enabling it to attain its educational aims.

"Another important relationship is that between the College and the State University. One of our leading educators in speaking on this subject is fond of saying that the College must 'contend' in this, that and the other way, with the State University. We venture to assert that this attitude is decidedly wrong. There should be no educational strife, because the educational world is a great brotherhood. Both institutions are needed because there is an increasing field for both. Last month 80,000 foreigners came to these shores, and it is estimated that during the present month 100,000 more will come. The states of the middle west are feeling the impact of this tremendous increase in population, and we shall be obliged to strain every nerve to provide high schools and colleges and state universities in which these new comers may learn the fundamental principles of citizenship. Any conflict between the college and the university would be a public calamity. Both are public institutions because both promote the interests of society. The college must fill well its own place and leave off trying to be a university. It should not lower its standards as a concession to a situation but must stand for scholarly thoroughness, intellectual mastery, and the pursuit of truth with reverence for duty. The university can well afford to extend a fraternal hand to the college by crediting college students with work done towards graduate standing as it does its own graduates. In this and other ways friendly relations should be established. There should be no occasion for contention in the common work. 'Ephraim shall not envy Judah, and Judah shall not vex Ephraim,' but both shall fly upon the Philistines of ignorance, vice and sloth. The embodiment of this spirit of mutual sym-

pathy and cordial cooperation should be found in the Presidents, and with two Yale men thus associated who have learned from their Alma Mater what 'team-work' means, there is every reason to hope that such a relationship will be maintained.

The college sustains relationships to wider constituencies which need only be mentioned. The contributors who have assisted by their generous gifts are entitled to all praise. Although the bulk of the funds have come from the East, the West has responded nobly to the appeals. It is fair to expect that a larger proportion of the needs in the future will be supplied by the West. The increase in wealth and in population, and the enlarged constituency and the widened influence of the institution should make trips to the East less necessary. The burden of support should be borne by residents of this State and when it is clear that self-denying giving has been practiced here, the East will be more ready to supplement what the West has done. The East and the West have similar economic and social problems and the college is doing its best to help solve them. The college as a public servant is not a local institution nor is it private. It stands for public service through an educated and intelligent citizenship. It helps to supply the country with leaders of human progress, and hence its appeal is properly to the country. Fifty-eight out of ninety in the senate, and 170 out of 214 in the House of Representatives are men of collegiate training. We need men in all walks of life great enough to control the expanding forces of our time. And the college which exalts men above mechanism, and thinks more of students than of studies will produce men of that sincere and noble character, who as citizens, fathers, servants of church and State shall bless their country and their generation.

"We have now passed the first milestone in the history of Carleton College. The story of its origin and progress reads like a romance, and many of the incidents recorded of zeal, self-sacrifice and suffering are like leaves taken from, 'The Acts of the Apostles.' The story of that memorable installation thirty-two years ago is a thrilling one, and there are those still among us who can narrate from memory the accompanying scenes. The young President called upon for an impromptu inaugural was cordially and devoutly in-

ducted into office, and from that time to this has devoted the best of his life to achieving the wonderful results which our eyes behold. By the favor of a kind Providence he is here today to share in these exercises which mark the beginning of a new era, and we are cheered by the prospect of that encouragement and service which, as he lives among us, he shall continue to give to the college so dear to his heart.

"The past with its forming traditions and relationships is behind us and we are living in the present with its pressing needs, its calls for service, its glorious privileges and opportunities. Our eyes are toward the future with its untried experiences. May the Carleton of the future fulfill the hopes and answer the prayers of the fathers who planted it. The seal of the college shows an open Bible casting its rays upon other books labelled, 'The Good, The True, and The Beautiful.' Above is the motto, 'Declaratio Sermonum Tuorum Illuminat,' 'The opening of thy word giveth light.' So as we move forward adapting ourselves to the new conditions of our time, and to the new expressions in and by which truth is stated and embodied, may new light from the source of all truth illumine our pathway, and may the benediction of God Almighty, Father, Son and Holy Spirit rest upon all the new relationships into which we enter." [Applause.]

INSTALLATION PRAYER.

The installing prayer by Rev. James W. Strong, President Emeritus of the College, followed the inaugural address.

"Before Thee, O Lord our God, who hast graciously revealed thyself to us as Father, Son and Holy Spirit, we bow in humble worship. Unto Thee we lift our hearts both in sincere praise and in earnest prayer.

"We praise Thee that those true patriots, the pioneer settlers of this great Commonwealth; came hither in the same spirit of devotion to the best things which constrained our Pilgrim Fathers to hold in their esteem, next to the church of the Living God, the Christian school; that early they sought to provide here the facilities for an education which, in its breadth and thoroughness, should secure the development of the whole man, standing for the synthesis of truth and life, and thus meeting the demands both of the Church and the State.