

# JOHNS HOPKINS UNIVERSITY CIRCULARS

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## CELEBRATION OF THE TWENTY-FIFTH ANNIVERSARY OF THE FOUNDING OF THE UNIVERSITY AND INAUGURATION OF PRESIDENT REMSEN

February 21 and 22, 1902.

### COMMEMORATIVE ADDRESS BY DANIEL C. GILMAN,

President of the Johns Hopkins University from 1875 to 1901.

FEBRUARY 21, 1902.

This is not the time, although it is a birthday, to review the infancy of this University. Reminiscences of the cradle and the nursery are profoundly interesting to a very small number of the near and dear, but according to a formula, which may be stated with mathematical precision, the interest varies inversely as the square of the distance.

It is meet and right and our bounden duty to commemorate the munificence of the founder, who in his grove at Clifton, and at his residence in town, spent the close of his life in perfecting a plan by which his fortune might be made to benefit humanity. Two noble purposes, the education of youth and the relief of suffering,—the Johns Hopkins University and the Johns Hopkins Hospital,—became the objects of his thought and bounty. It would be pleasant to dwell upon the personalities of his early advisers,—three of whom may now witness our fervent congratulations. We might journey with them to Cambridge, New Haven, Ithaca, Ann Arbor, and Charlottesville, as they engaged in enquiries respecting the nature and offices of those leading universities, an example of original research, praiseworthy and beneficial. We might sit with them in a little room on North Charles Street, and listen to Presidents Eliot, Angell, and White as they were subjected to 'interviews,' recorded by the swift strokes of the stenographic pen, and now preserved in our archives. We might wonder by what process the Trustees selected a president, and be willing to learn what he said to them in his earliest conversation. It would gratify some

curiosity to review the correspondence carried on with those who afterward became members of the faculty,—and with those who did not. It would be an extraordinary pleasure to the speaker on this occasion, to awaken the memories of those early days of unbounded enthusiasm and unfettered ideality, well described in a periodical by one who was here at the outset,—days which surprised and delighted intelligent observers.

These temptations must be avoided. The occasion is too important, the audience too varied, the visitors too many and too distinguished, to warrant the employment of this brief hour in personal reminiscences and local congratulations. We are rather bound to consider some of the grave problems of education which have engaged, during a quarter of a century, the study of able and learned men, and have led to the development, in this country, of the idea of the University. This period has seen marvellous improvements in higher education, and although, in the history of intellectual development, the nineteenth century may not be as significant as the thirteenth, when modern universities came into being at Bologna, Paris, and Oxford, yet we have lived at a time when forces have been set to work of the highest significance. Libraries, seminaries and laboratories have been enlarged and established in every part of the land.

Let us go back to the year 1876, that year of jubilee, when the centennial celebration in Philadelphia brought together, in open concord, states and peoples separated by dissension and war. Representatives from every part of the land assembled,