

## THE INAUGURATION OF PRESIDENT REMSEN

February 22, 1902.

### THE INAUGURATION CEREMONY.

President Gilman came forward, and after a brief address, led his successor in office to the Presidential chair. This official chair, the gift of Harvard Alumni, is an exact copy of an antique chair which many of the predecessors of President Eliot have occupied. The remarks of Dr. Gilman were these:—

The distinguished scholar who has been called to the Presidency of this University, by the unanimous voice of the Trustees and with the hearty concurrence of the Faculty, is no stranger to the duties and cares that devolve upon him. He has been a member of our society since its earliest days,—and has won the increasing affection of the students, the increasing respect of the authorities, the increasing admiration of the community. With the knowledge of a colleague, and the devotion of a friend, I now welcome him in the name of the governing boards to this high station, and bespeak for him perpetual confidence and support.

On the first of September last, in a haven of rest on the coast of Maine, I formally yielded to him the authority of the office; it is now my high privilege to induct him into the Presidential chair. As I do so, let me remind you of its associations. Here is the outward sign of that historic continuity by which a new foundation is united to one that is venerable.

You are thrice welcome to this seat, Ira Remsen, Doctor of Laws in Yale, Columbia, and Princeton.

May the blessing of God be with you.

### INAUGURAL ADDRESS

By PRESIDENT IRA REMSEN.

It has been said that "old men tell of what they have seen and heard, children of what they are doing, and fools of what they are going to do." Your speaker, fearing to furnish data that may suggest to you his place in this system of classification, prefers this morning to deal with matters that are largely independent of time.

The American University as distinguished from the College is a comparatively recent product of evolution—or of creation. Being young, its character is not fully developed, and we can only speculate in regard to its future. On an occasion of this kind, when one of the young universities of the country is celebrating in a quiet way the twenty-fifth anniversary of its foundation, and

when a new presiding officer makes his first appearance before a large assembly, it seems fitting that he, upon whom has been placed the responsibility of guiding, for the present, the affairs of the University, should take the opportunity thus afforded of giving expression to a few thoughts that suggest themselves when one begins to reflect upon the significance of the University movement in this country. Everyone at all acquainted with educational matters knows that the differentiation of the University from the College is the most characteristic fact in the history of higher education during the past quarter century. It is well that we should ask ourselves, What does this tendency mean? Whither is the movement likely to carry us?

While, from the beginning, the authorities of the Johns Hopkins University have maintained a collegiate department as well as a graduate or university department, and have endeavored to make this as efficient as possible under existing circumstances, the subjects that present themselves in connection with this branch of our work are so familiar and have been so much discussed that I can pass over them now without danger of giving the impression that we consider these subjects of less importance than those more directly connected with the work of the University. At all events, in what I shall have to say, I propose to confine myself to the latter.

The idea that a student who has completed a college course has something yet to learn, if he chooses the career of a teacher or scholar, does not appear until quite recently to have taken strong hold of the minds of those who had charge of the educational interests of our country. Perhaps it would be better to put it in this way: They do not appear to have thought it worth while to make provision in the system for those who wanted more than the college gave. The college has for its object the important work of training students for the duties of citizenship, not primarily the duties of scholarship, and no one doubts that, in the main, they have done their work well. Nor does any one doubt that, whatever may come, the college has a leading part to play in this country. Collegiate work by its very nature necessarily appeals to a much larger number than university work. But college work requires no apologist nor defender. It appeals strongly to the American people, and it is well that this is so. The college is in no danger of annihilation, though the indications are that it will undergo important modifications in the future as it has in the past. Upon this subject much might be said, and I feel strongly tempted to enlarge upon it, notwithstanding the intention already expressed of confining myself to problems more directly connected with the university proper.