From: CORNELL UNIVERSITY, ITHACA, N.Y.
INAUGURATION OF PRESIDENT SCHURMAN, November 11, 1892

# INAUGURAL ADDRESS.

MR. CHAIRMAN:

The institution which has summoned us to this day's ceremonial is almost if not quite the youngest member of the still too small fraternity of great American universities. The oldest sister has already celebrated the two hundred and fiftieth anniversary of her birth. The present year is the twenty-fifth since the opening of Cornell University. For our years, the oldest American colleges show decades; and beside the venerable antiquity of their European models we are but of yesterday. We can make no pretense to the dignity of age, or to hereditary influence, or to sacred tradition, or to that subdued and statuesque beauty of countenance which is born of the travail of many generations. It may, however, be suspected that the modern scholar, who nourishes his spirit on the rich legacies of remote generations, is, in consequence of a natural association of ideas, under constant temptation unduly to exalt the past and to admire what is old simply because it is old. This, however, was not the habit of that wonderful people who were the authors, and who continue to be the unapproachable models, of scholarship and liberal culture. Youth was the ideal aspiration, the dearest yearning of the Greeks, from the time their litera-

ture opened with the story of the youthful Achilles till their national history closed with the conquests of the youthful Alexander. Cornell, I admit, has not the stately splendor of those Old World seats of learning which thrill and almost pain the unaccustomed sense of the American traveler. But if Cornell lacks the transfiguring beauty of age she wears the fresh glory of a vigorous prime. Hers is the portion of youth—of youth with its lofty faith, its unquenchable hope, its superabounding energy, its tingling sense of activity,—of youth that counts not itself to have attained, that lives not on the fading record of the past, but on the promise of all the unrevealed and splendid future. To have lived is good; but it is better to feel the pulses now throbbing with the untamed strength of fresh and unexhausted life.

In tracing the origin of Cornell University we go back to the year 1862. The date stands a poor chance of recognition just now with the Columbian Exposition before us and a surfeit of national centennials behind. Yet that year marks the fulfillment of the moral and intellectual promise of the nation's glorious youth. The Declaration of Independence, the noblest expression ever given to the rights of man, remained a mere form of words till Lincoln announced in 1862 the Declaration of Emancipation. In the terrible years which followed the message was re-written in blood; but through Lincoln's first draft, which is now among the treasures of our own state library, the nation was purged of the foul stain of slavery and consecrated forever to freedom. The enslavement of man is a survival of barbarism; civilization, by the

potency of science, makes a thrall of nature herself. The genius of Lincoln rose to the height of the great occasion. With one hand he smote the fetters of the slave, and with the other he joined in a splendid effort to subjugate nature. On the second of July, 1862, while the announcement of emancipation was still on his desk, he signed the act of congress, donating public lands for the establishment of colleges of agriculture and mechanic arts. This act had been introduced into congress by the Hon. Justin S. Morrill, who after the lapse of a generation, still adorns the senate and whose name will live with later generations among the noblest and wisest of our statesmen. The famous Ordinance of 1787 for the government of the Northwest territory had declared it to be the duty of the nation to support education, and it reserved public lands for the maintenance of schools and colleges. Speaking generally, there were set aside in each new state thereafter one or more townships for higher education, and in each township one section for common school education. It was the spirit of this wise national policy which begot the Morrill Land Grant. The greatest educational measure since the passage of the Ordinance, it is a splendid embodiment of the nation's long-cherished ideal of public instruction as the contemporaneous announcement of Emancipation was the perfect fulfillment of our oldest charter of personal liberty.

The Morrill act provided for a donation of public land to the several states, each state to receive thirty thousand acres for each senator and representative it sent to congress. States not containing within their

own borders public land subject to sale at private entry received land scrip instead. But this land scrip the recipent states were not allowed to locate within the limits of any other state or of any territory of the United States. The act laconically directed "said scrip to be sold by said states." The proceeds of the sale, whether of land or scrip, in each state were to form a perpetual fund, the capital of which should remain forever undiminished or, if diminished or lost, should be replaced by the state. This fund being invested in safe stocks yielding not less than five per cent. upon their par value, the interest was to be inviolably appropriated by each state to the endowment and support of at least one college for promoting "the liberal and practical education of the industrial classes in the several pursuits and professions of life." The leading object of the college was declared to be the teaching of "such branches of learning as are related to agriculture and the mechanic arts," but other scientific and classical studies" might be embraced in the curriculum and the subject of "military tactics" was specifically prescribed.

Such are the principal features of the college land grant act. It is the only congressional measure dealing with education which applies to every state in the Union. And it must be pronounced worthy of this unique distinction whether we consider the terms of the act itself or the far-reaching and splendid results it has produced in the educational life and work of the last quarter of a century. It created thirty-three colleges and infused new life into half as many more. And these institutions, which the liberality

of the nation animated, have become the objects of the munificence of individuals and of the bounty of the states. A careful estimate shows that the donation of congress has been doubled by the grateful offerings of its beneficiaries. The states have tenderly cared for the seed planted by the Union. And this was obviously the intention of congress. Indeed the Morrill act, though national in origin, is in the scope of its provisions and in the mode of its administration less a system of national than of state education. The state pays out of its own treasury the taxes and other expenses incident to holding and selling the land and the cost of managing and investing the proceeds. The state is under obligation to maintain the capital of the fund forever undiminished. The state has supervision and control of the teaching, which is to be "in such manner as the legislatures of the states may respectively prescribe." And the state has one other duty—or shall I say privilege—which though not mentioned in set terms is clearly implied, and which has been performed by nearly all the states in the Union. I mean the duty of making appropriations in aid of the college founded on the land grant. And congress specifically invites and even compels such co-operation by forbidding the use of any portion of the congressional grant, or of the interest thereon, for the purchase, erection, or repair of any building or buildings. The state in accepting the gift accepted the conditions. And for the effective teaching of the sciences and branches of learning contemplated in the Morrill act buildings and laboratories costing millions of

dollars are nowadays indispensable in any large institution. The days when science could take airy nothing for its local habitation are gone forever; that insubstantial element, however inflated, serves no longer to even make a name!

But the college land act, besides rallying the several states to the support of higher education, set forth a new and indeed a revolutionary conception of the constituent studies of a college curriculum and of the persons to whom it was addressed. Remember that in 1862 the universally accepted type of higher education was the four years' course of the classical college. This course included mathematics and sometimes physics (which, however, was taught from a text book!), but its leading aim was to impart a liberal culture by means of the study of the ancient languages of Greece and Rome. But for causes which I need not stop to recite, classical scholarship never flourished widely or struck deep roots in the soil of the new world. English ourselves, our minds have derived their sustenance almost exclusively from native sources. If we went beyond these, the French interested us more than the Romans; and by degrees the Germans have taken the place which the Greeks never filled. But neither this essentially indigenous character of American culture nor this new field of linguistic scholarship found the slightest recognition in the classical colleges. And they were still less responsive, if that were possible, to another and a far greater intellectual revolution. Of all occurrences in history since the invention of writing none has witnessed more clearly to the godlike quality of the

human mind, and none has had more stupendous consequences for man's life on earth, than the discovery by the searching light of modern science of the laws and processes of the material universe. To the modern student, nature always an object of wonder, shows herself also the embodiment of law, of order, of rational intelligence. Such knowledge is not only elevating and stimulating to our spirits, it is a powerful instrument in our physical lives. By means of it man has subjugated nature, so that air and water and steam, nay, those subtle but more potent agencies which the eye has not seen or the touch felt, have been harnessed to bear our burdens, to carry our messages, and in general to minister to all our bodily wants. Science is the good angel of the modern world. As generally happens in such cases, it came unobserved of the learned and the wise. But though the cloistered scholar scarce heard the rustle of its approach, the common people saw the splendid vision and rejoiced. It gave new dignity to their lives and pursuits. Shut out from the schools of learning which were consecrated to the minister, the doctor, and the lawyer, the common people carried on their humble pursuits by immemorial rule of thumb. I know there are those who hold that the thumb has redeemed us from the bar of simian ancestry. All honor to this ancient badge and organ of humanity! But whatever the beginning, I am sure that we shall all agree that the goal is the rule of mind—the suffusion of life by a moral and rational intelligence. To this end the act of congress of 1862 was a rare and well-timed instrument. Its fundamental idea, as Senator Morrill

afterward declared, was "liberal and larger education to larger numbers." Its beneficiaries were not the select classes contemplated by the ancient colleges, the gentlemen of sedentary professions but the masses of the people who with no advantage of higher instruction, but engaged actively in industrial pursuits and professions, were carrying on the larger part of the world's business. To these "larger numbers" the act offered a "larger education." The civil war, then in the direst year of its protracted course, suggested one requirement of the curriculum—military tactics. And our experience shows, as Milton long ago saw, that a moderate amount of military drill conduces markedly to the health and physical development of the students, while at the same time it fits them in case of war for immediate service in the defense of their country. The leading object of the land grant, however, was "to teach such branches of learning as are related to agriculture and the mechanic arts," though "without excluding other scientific and classical studies." This language is clear enough, though it has often been misquoted if not misunderstood. All agree that the grant was not made primarily for the benefit of the old education, though on the other hand the old education was not excluded from the scope of its fostering influence. But it is generally assumed that the object of the new college was to teach agriculture and the mechanic arts. Now I have no doubt that the intention of the legislators was to promote better farming and better manufacturing. But the function assigned, and wisely assigned, to the colleges was to teach all those

branches of learning which *are related to* agriculture and the mechanic arts. This program embraces, besides mathematics, all physical and natural science. Take out languages, literature, philosophy, history, and political science and there is no branch of knowledge (professional training apart) taught in the greatest university in the world which is not prescribed for the colleges created by the Morrill land act. And the end of this comprehensive curriculum is "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

"Liberal and larger education to larger numbers!" Such was the commission given by congress to the states in endowing them with grants of public lands. In the execution of this trust the State of New York was hampered by great and almost insuperable obstacles. For its distributive share it received land scrip to the amount of nine hundred and ninety thousand acres. The munificence of the endowment awakened the cupidity of a multitude of clamorous and strangely unexpected claimants. Never surely was a great state so much embarrassed in making the greatest good of so great a gift. Heaven forbid that I should call from oblivion the jealousies, the wranglings, the indecent tactics of the despoilers. One thing, however, let us never forget. If the princely domain granted to the State of New York by congress was not divided and frittered away, we owe it in great measure to the foresight, the energy, and the splendid courage of a few generous spirits in the legislature of whom none commanded greater re-

spect or exercised more influence than Senator Andrew Dickson White, the gentleman who afterwards became first president of Cornell University, and who now, returned to his first love, holds for the second time the dignity of Minister Plenipotentiary of the United States at one of the great imperial courts of Europe.

But the all-compelling force which prevented the dispersion and dissipation of the bounty of congress was the generous heart of Ezra Cornell. While rival institutions clamored for a division of the "spoils," and political tricksters played their base and desperate game, this man thought only of the highest good of the State of New York, which he loved with the ardor of a patriot and was yet to serve with the heroism of a martyr. Mr. Chairman, in entering upon the presidency of Cornell University I covet earnestly the best gift of a baptism with the spirit of the Founder. On this solemn occasion piety demands a votive offering: and, here, by the altar sacred to the memory of Ezra Cornell, I humbly dedicate myself to the service of those high ends for the achievement of which he established this university. Sir, this vow is a digression from my theme, though not, you will believe me, a deviation by a hair's breadth, from my thought and intention. When the legislature of the State of New York was called upon to make some disposition of the congressional grant, Ezra Cornell sat in the senate. A man of striking presence, tall, muscular, of rugged features, with high cheek bones, a firm-set mouth, a strong but unruffled brow, he looked out upon the world with a steady eye of de-

liberate blue, wearing always a grave, almost stern expression of countenance, and showing a reticence and coldness of manner which strangers took for ingrained hardness but which friends knew to be the superficial mask of kindness and charity unexampled. A pious man, he held converse with the realms of faith and imagination, not in any conventional way, but with the fruitful inspiration that goodness and intelligence, to which our race is called, must ultimately triumph in the world. Accordingly he lived much in the future; and all who knew him agree that he possessed a miraculous gift of foresight—a power of divination that illuminated the foreground of his work with the light of its distant, still uncreated perspective. A courageous, independent soul, he was as patiently persevering and inflexible as he was restlessly active. Already verging towards sixty, he had known in the long course of his life many varieties of vocation and many vicissitudes of fortune. Farmer, potter, carpenter, mechanician, engineer and man of business, he had stretched our first telegraph line from Baltimore to Washington when Morse and his associates had failed; and full of faith in the new invention, he had, undaunted by sickness, by disaster, and by overwhelming debt, poured the electric current into the great Northwest, though capital shrank terrified from the enterprise, and not a dollar could be raised in the great city which to-day, the seat of the World's Fair, pulsates with telegrams from every quarter of the globe. Enriched beyond all expectation by the consolidation of his scattered lines into the "Western Union," he had devoted himself, in the

manner of an ancient patriarch, to the service of his fellow citizens and his country. A sublime figure anywhere, he seemed to the historian Froude the most surprising and venerable object he had seen in America. He ministered to the poor and needy; he cheered the sick and weary on distant battle-fields; he established, on the most liberal basis, a free public library in Ithaca; he strove zealously for the improvement of agriculture; and when his fellow citizens summoned him to the trust he undertook the high responsibilities of legislation, first as a member of the assembly and afterwards as a member of the senate. Proud of his state he served her with the fidelity and zeal of an ancient Roman. Of his minor legislative achievements I shall not speak. One act, however, has made his name as immortal as the state it glorified. By a gift of half a million dollars (a vast sum in 1865, the last year of the war!) he rescued for the higher education of New York the undivided grant of congress; and with the united endowments he induced the legislature to establish, not merely a college of applied science but a great modern university—"an institution," according to his own admirable definition, "where any person can find instruction in any study." It was a high and daring aspiration to crown the educational system of our imperial state with an organ of universal knowledge, a nursery of every science and of all scholarship, an instrument of liberal culture and of practical utility to all classes of our people. This was, however, the end; and to secure it Ezra Cornell added to his original gift new donations of land, of buildings, and of money. He approved himself

an educational reformer and practical philanthropist who came to serve the state; but though we who see the fulfillment recognize the sanity and purity of his dream, the men of his own time, if they did not think him visionary, accused him of planning to rob the state" and mulcted him twenty-five thousand dollars for the patriot's privilege of giving half a million.

Libel and contumely is the reward the world gives its benefactors. Ezra Cornell endured the common lot of these exalted spirits. But the congressional grant was saved from partition; and the people of New York saw a new type of university arise in their midst,—the first in the history of education,—an institution embracing the entire range of human knowledge and attainment and opening its doors to young men (and women too) who craved the light and power of intelligence for any purpose whatever, whether to live or to make a living;—they saw, in a word, the beginnings of a People's University.

But one danger threatened this latest birth of time. The act of congress donating land scrip required the states to sell it. The markets were immediately glutted. Prices fell. New York was selling at an average price of fifty cents an acre. Her princely domain would bring at this rate less than half a million dollars! Was the splendid donation to issue in such disaster? If it could be held till the war was over, till immigration opened up the Northwest, it would be worth five times five hundred thousand dollars! So at least thought one far-seeing man in the State of New York. And this man of foresight had the heart to conceive, the wisdom to devise, and the

courage to execute—he alone in all the states—a plan for saving to his state the future value of the lands donated by congress. Ezra Cornell made that wonderful and dramatic contract with the State of New York! He bound himself to purchase at the rate of sixty cents per acre the entire right of the commonwealth to the scrip, still unsold; and with the scrip, thus purchased by him as an individual he agreed to select and locate the lands it represented, to pay the taxes, to guard against trespasses and defend from fires, to the end that within twenty years when values had appreciated he might sell the land and turn into the treasury of the State of New York for the support of Cornell University the entire net proceeds of the enterprise. In the peaceful annals of history I know no grander act of patriotism and of statesmanship. Within a few years Ezra Cornell had located over half a million acres of superior pine land in the Northwestern states, principally in Wisconsin. Under bonds to the State of New York to do the state's work he had spent about $600,000 of his own cash to carry out the trust committed to him by the state, when, alas, in the crisis of 1874, fortune and credit sank exhausted and death came to free the martyr-patriot from his bonds.

The seven years that followed were the darkest in our history. Even at this day the official reports of the board are more moving than any tragedy. It was the struggle of brave men against impending ruin and appalling disaster. With the consent of the state the board of trustees had taken the lands located by Ezra Cornell, assumed his obligations, and

bound themselves to carry out his contract. It was a period of great commercial and financial depression. There was no demand for land. On the other hand, nearly all the available funds of the university were in the land grant. Up to June, 1881, the proceeds from the sale of the lands were less than the cost of carrying the lands; and the cost had reached the enormous figure of a million dollars. The very existence of the university was in danger. The number of students fell to 320. There was no money to pay even the beggarly salaries the professors nominally received. With debt at the door, and bankruptcy not far off, it was no wonder that a majority of the board was willing to sell the lands for a million dollars. But as it is written, "those who believe shall not make haste." And there presided over the deliberations of the board a man who to the gifts of superior judgment, imagination, enthusiasm and conviction added the acquirement of a great practical experience in the management of pine lands. In full view of inevitable catastrophe this leader and counselor set his face like flint against the sale of the lands. You, sir, were the Fabius who saved the university! Captain of our salvation, all hail! Ezra Cornell was our founder; Henry W. Sage followed him as wise master-builder. The edifices, chairs, and libraries which bear the name of "Sage" witness to your later gifts: but though these now aggregate the princely sum of $1,250,000, your management of the university lands has been your greatest achievement. From these lands, with which the generosity and foresight of Ezra Cornell endowed the university, there have been

netted under your administration, not far short of $4,000,000, with over 100,000 acres still to sell.

Ezra Cornell's contract with the state was for twenty years. It expired August 4, 1886, when a ten years' extension was granted by the state. The trust will be closed in 1896. And when the commonwealth receives the report of the trustees, I think she will reward a generous "Well Done" to Ezra Cornell and the men who succeeded to his obligations. Never was a great trust more faithfully, more generously, and more brilliantly administered. Let me by a comparison bring home to your minds the nature of this really wonderful achievement. The grant of land made by Congress under the Morrill act to the several states and territories amounted to 9,600,000 acres, of which the share of New York was 990,000 acres. The *gross* receipts from the sale of this land—for it has nearly all been sold, and what is unsold may be evaluated—will aggregate $15,900,000, of which between $6,000,000 and $7,000,000 must be credited to the State of New York. In other words, the State of New York with one-tenth of the entire grant of land has realized from three-eighths to one-half of the entire proceeds. The price per acre, realized from the lands belonging to New York State is about $7; it is $1 for the lands belonging to all the other states of the Union. The New England States sold their lands at an average of 61 cents per acre; the Middle states, (New York excepted) at 56 cents; and the Southern states at 89 cents. Of all the states only eight besides New York succeeded in obtaining as much as the regular government price of $1.25 per acre for their

land; and these eight were states in which public lands were open to entry within their own borders. But even the most forunate of these highly favored states sold its lands at a price per acre much lower than that received for the New York lands. These latter, it is true, when managed by the state, itself, did not bring more than the price realized by the other Middle and the New England states. *Their enhanced value was created by the wise management of Ezra Cornell and the trustees of the university.* It is no part of the donation of the Union or of the grant of the state, which as the courts have decided, amounts to only $603,000.

Was I not justified in saying that when in 1896 the trustees of Cornell University come to render to the state an account of their stewardship, the record will be one of which all New Yorkers may well be proud? Where else can you find an example of such splendid financiering? And the university making the best use of the talents entrusted to it by the state has thereby stimulated and encouraged private bounty. Its friends have, in general, been business men, who, desiring to make the most of their money, felt that there could be no better investment than Cornell University. Is not this true of Henry W. Sage and his sons, of John McGraw, of Andrew D. White, of Hiram Sibley, of Daniel B. Fayerweather, of Jennie McGraw-Fiske, and of the two gracious ladies who have just presented us with the Moak law library in memory of Judge Boardman? Their gifts, combined with the net receipts from the sale of lands, carry the value of our aggregate property, exclusive of lands still unsold, beyond $8,000,000. Of this nearly $6,000,000 is in the form of productive funds, and the

residue in buildings and equipments. The university estate embraces 270 acres. We use for purposes of instruction sixteen buildings, eighteen laboratories, and six seminary rooms. Our income from all sources for the current year is about $500,000. We have over 1600 students and nearly 150 professors and instructors. Our curriculum, with the exception of courses in medicine and theology, is so broad and comprehensive that it may safely challenge comparison with the best in the world. If I may single out one part of our material equipment, I do not hesitate to say that our library building, with which also was donated an endowment yielding $15,000 for the annual purchase of books, is unapproached by any other university on this continent. And this crowning work, like the university itself, is a victory snatched from apparently inevitable defeat. Cornell University is an embodied miracle. It has shot up a luxuriant growth out of a soil of impossibilities in the short space of a quarter of a century. When the authorities of New York come here in 1896 to examine into the administration by Cornell University of the grant of land conferred by congress upon this state, our voucher will be the institution itself, and we shall proudly say *Si monumentum requiris circumspice!*

Look now upon the other side of the picture. New York, among all the states, rejoices, thanks to the trustees of this university, in a brilliant and uniquely successful administration of the great trust committed to us by congress in the interests of higher education. But the very splendor of its achievement has entailed consequences highly injurious and even disastrous to the continued efficiency of our uni-

versity. Of these baleful consequences I will mention two in the hope and prayer that their blighting influences may henceforth be counteracted and annihilated.

In the first place we suffer from the popular impression that Cornell University is fabulously rich. A friend of mine not long ago signalized his advent to the control of a great bank by writing off one million dollars of bad debts. Confidence was shaken. Stock fell from 124 to 116. But as always happens when the truth is spoken, confidence speedily recovered from the first shock; and the stock of that particular bank is now selling it at 145. Ever since your honorable board, much to my surprise, made me a partaker in the high trust of administering the affairs of Cornell University, I have been oppressed by my share of so great a responsibility; and deeply conscious of the limitations of my own natural ability I have cast about with more than common pains to discover what one so poorly qualified but so well disposed might contribute to the noble undertaking with which the state has charged us. Those who have hitherto been active in our affairs might, I knew, be relied on for the proper execution of our trust. But one duty summoned me too. I determined to take the public into our confidence, and to lay before the people of the commonwealth we serve, a true picture of the affairs of Cornell University. In obedience to this resolution I have troubled you with figures, and more are to follow. You know what our wealth is, and what portion is fixed capital and what productive. You know what our income is. But you do not know

the calls made upon it even for the maintenance on its present basis of the educational work we already have in hand. I say nothing here of additions and enlargements, which indeed are imperative, because I am to treat of them in another connection. At this point I desire to state, without going into details, that Cornell University is not able to meet the obligations already incurred for the prosecution of work already undertaken. Measured by income she is rich, as men estimate the wealth of universities; though for my own part I should say that to cultivate properly all the intellectual elements of our civilization which ought to be represented in a modern People's University, she would not be rich with quadruple her income. But I do not wish to measure our resources by future calls upon them. They are inadequate to our present needs; worse still, they are inadequate to our present obligations. *Cornell University is poor and needy.* I wish this could be gainsaid. I wish it were rhetorical pathos. But it is steely fact. The board of trustees yesterday, because there was no help for it, adopted the report of the committee on appropriations. I well remember how at the first meeting of that committee (of which I have the honor to be chairman) a blood-curdling chill came over me when, after cutting down all appropriations to an absolute minimum, saving $10 here and $1 there, we discovered that our total appropriations were just $36,000 in excess of our income. But there was no help for it, and so the matter stands. The myth of Cornell's superabounding wealth will, I suppose, not stand the shock of this annual deficit! And so I scarcely regret it; for with this illusion dis-

pelled we shall meet, as in the past, so in the future, wise and benevolent men—with eyes fixed on the after ages—who for the good of the commonwealth, the nation, and humanity, will desire to make investments in the everlasting endowments of Cornell University. For one I have no anxiety, no fear. The heart behind American wealth is at bottom generous and discerning; and so long as money can foster intelligence, that heart will not suffer our civilization to become a prey to ignorance, brutishness, and stupid materialism. No one knows better than the millionaire that man lives not by bread alone. And when it becomes generally understood that Cornell is not encompassed by a forbidding mountain of gold, streams of private benevolence may be expected to flow hither under the constraining influence of a body of this importance,—a body which, as it is the educational, is also the geographical centre of our commonwealth.

The state! This brings me to the second subject for lamentation. Ezra Cornell and his successors, as trustees of New York, put into the management of the educational land grant such a wealth of patriotism, generosity, and matchless executive ability, that the state, dazzled I suppose by the result they created, has itself done nothing. *Not one cent of its own money has ever been given by the State of New York to Cornell University.* This indifference of the commonwealth is as unique as the success of the trustees. Elsewhere, if little was realized from the congressional grant, much was and is given by the state. In fact, I find that, with two or three insignificant exceptions, every other state in the Union makes appropriations,

annual or special, or both, and in many cases very large appropriations, in aid of the institution which received that state's share of the bounty of congress. And an unusual liberality is practiced by those states which, instead of establishing special colleges, assigned their lands to large universities. But this imperial State of New York, which has the largest of all these universities, has given it up to this date absolutely nothing. I say "up to this date;" for when the people of our commonwealth understand all the facts of the case I am sure they will not suffer the continuance of this unparalleled, not to say discreditable, singularity.

Cornell University was called into existence to serve the State of New York. The people of this commonwealth are its authors, its patrons, its proprietors, and its beneficiaries. The larger part of its endowment has been derived from the lands granted to the state by congress. For certain legal purposes two distinct trusts have been established of the funds realized by the sale of these lands. One, known as "The College Land Scrip Fund," was formed from the purchase money received by the state for the sale of the lands. This fund, which is held by the comptroller of the state, now amounts to $473,400; and when the lands are all sold there will be added $129,600, making a total of $603,000. The other trust was created by the gift of Ezra Cornell and the profits subsequently made by the university on the lands he purchased from the state. It is designated "The Cornell Endowment Fund," and at present falls little short of $4,200,000. By a recent decision of the Supreme

Court of the United States, affirming the decision of the Court of Appeals of our own state, it was decided that "The Cornell Endowment Fund" belonged absolutely to Cornell University, and that it was entirely free from all the limitations and restrictions contained in the congressional act of 1862 under which the land was originally derived. The effect of this decision was to throw upon the university the expense of the management of the lands and the taxes, which at this date aggregates more than $1,350,000. On the other hand, "The Cornell Endowment Fund" has been used by the trustees to build up for the State of New York a university worthy of its people and of its primacy in the Union. I hope the time is not far distant when it will be universally recognized that the distinctive function of Cornell University is to serve this state. When that day comes, instead of higgling over the interest which the act of congress prescribes for "The College Land Grant Fund," New York may follow the example set by most of the other states and care for all our land grant endowments at a rate not lower than five per cent. At present it occupies the unenviable position of being the only state that pays less than five per cent.—and that too on the *entire* principal of the fund derived from the sale of the lands granted under the Morrill act. I admit that the action of the state has been legally competent. But I appeal from legality to equity, and to the spirit of moderation and practicability, and to wise self-interest and mutual convenience. Cornell University is a very important organ of the body politic, and why should it alone be deprived of the nourishing life of the or-

ganism? Other states have acted more wisely. The question is, not what the state *may* do, but what in justice and wisdom it *ought* to do. If good policy and generosity point in the same direction, a sovereign is none the less politic for being generous. After all, the university is not less indispensable to the state than the state to the university.

There is still a stronger claim, under the terms of the Morrill act, which Cornell University must urge upon our commonwealth. It has been shown that no part of the funds derived from the bounty of the United States or the interest thereon can be applied, directly or indirectly, to the "purchase, erection, preservation, or repair of any building or buildings." On the other hand, each state is put under obligations by the Morrill act to provide "at least not less than one college." This condition has been fulfilled, and its obvious intention, by the several states, with scarcely an exception. But the State of New York has not provided a single building for Cornell University which, however, it charges with teaching the branches of learning related to agriculture and the mechanic arts. At present the university is greatly in need of an agricultural hall and of an addition to the buildings devoted to mechanical engineering, as I shall point out hereafter; and I consider the occasion very opportune to remind the legislature of this long deferred, but not yet outlawed, obligation.

Still my strongest argument in favor of support from the public treasury is that Cornell is in fact the university of the State of New York, just as, for example the institutions at Ann Arbor and at Berkeley

are the state universities of Michigan and California. Unfortunately our institutions could not take that name; for it was already borne by one of the oldest organizations in the state. The University of the State of New York, which is substantially the creation of Alexander Hamilton, is a unique example of a supervisory university. It has no teachers, it gives no instruction, it seldom (I trust I may soon say, never) holds examinations for collegiate degrees. It is the agency by which the state conducts its relations, not indeed with all its educational institutions, but with those of the higher and secondary education. This important and venerable organization, which is in reality a department of public instruction, had a vested right in the name, misnomer though it is, of the University of the State of New York. And so nothing remained for the new institution at Ithaca but to adopt the name of the benefactor whose munificence saved for the highest educational work of the state the undivided congressional land grant. Ezra Cornell himself did not originate the name. And had he supposed it might breed misunderstanding regarding the true relation of the university to the state we may be sure he would have forbidden its use. For nothing is more certain than that the object of his patriotic benefaction was to enable New York to establish a state university—an institution coming from the state, freely educating the state, and dependent upon the state for its support.

This, too, I cannot doubt, was the intention of the legislature. In granting the charter of the university, the legislature reserved to itself the right of

altering and amending it. And this right it has exercised on different occasions. Furthermore, the legislature has asserted its control of the institution by the appointment of a committee to investigate its affairs. The state guarantees to the United States compliance on the part of Cornell University with the terms and conditions of the congressional act of 1862. The university is an object of the state's supervision, control, and ownership, as it is also the product of its creation. And in the constitution of the board of trustees the legislature asserted, in no uncertain terms, the sovereignty of the state. All the high state officials beginning with the governor himself, who could properly be charged with the duty, were made *ex officio* members of the board; and, though other clauses of the charter have since undergone modification, this primary requirement has, very properly, remained unchanged. Through these officials the state exercises a minute inspection of our affairs and a constant control over them; and, as though the owner's right could not be too strongly guarded, behind this intermediary body is the general supervisory supremacy of the legislature. It is written [illegible] charter, in the laws of the state, and in the acts of the legislature, that Cornell is the state university of New York.

If this conclusion, which rests on a cumulative argument that I have not time to give in detail, seem to admit of the possibility of doubt which generally infects that species of reasoning, I am willing to stake the entire case on a single point which I have still to mention. The state directs Cornell University to

give free tuition to 512 students annually, "as a reward for superior scholarship in the academies and public schools of this state." The charter of the university does not, indeed, contain this requirement. It provides that the institution shall annually receive students, one from each assembly district of the state . . . . . free of any tuition fee or of any incidental charges." Now there are only 128 assembly districts; but the state has demanded that each free scholar shall have the right to his scholarship for four years, and the university, in its desire to promote the educational interests of the commonwealth has not contested the claim. Furthermore, to keep all the scholarships full, the state has authorized the filling of vacancies in any assembly district in which there are no qualified applicants, by students from other assembly districts. Instead of 128 free scholarships with many of them unfilled, as the charter contemplated, we have now 512 free scholarships with all of them likely and liable to be filled. Now what is the value of this service of the state?

The entire cost of educating about 1,600 students is for the current year, apart altogether for interest on fixed capital, about $500,000. Nearly one-third of these students are free scholars from the State of New York. It needs no figuring to see that New York obliges Cornell University to contribute annually to the good of the state more than $150,000. Cornell is the state university of New York with a vengeance! But though obligation is a sufficient test, unilateral obligation can scarcely be the sole portion, of a great public institution.

I say that if Cornell University be compared with any of the state universities in the great and flourishing commonwealths of the Northwest and far West she will be found to possess the higher characteristics which distinguish them and which, making her a true People's University, mark her off from the other colleges of the Eastern States. Like them she has a charter changeable at the will of the legislature. Like them she has a curriculum which is designed for the liberal and practical education of all classes of the people. Like them she opens her doors to women on equal terms with men. Like them she gives free tuition to students from the state. Like them she is the organ, instrument, and multiplying centre of all the interests—material and spiritual—embraced in the life and civilization of the state. Like them she is free from all party and sectarian control, diffusing her blessings without respect of persons or regard to creed, in obedience to the act of incorporation and under the control of the state which ordained it. Like them she stands both for liberal culture and professional training; and like them too she has enlarged the notion of "profession" till round the once narrow circle of clergymen, lawyer, and doctor are now grouped all those callings in which knowledge in any way ministers to practice,—so that agriculture, engineering, and architecture here stand on the same footing as language, history, or philosophy. Like the great state universities of the West in all these respects, Cornell yet differs in one. There the university is the beneficiary of the state; here the state is the beneficiary of the university.

*The State of New York, which has never contributed from its own treasury one cent to Cornell University demands of Cornell University 512 free scholarships at an annual cost of more than $150,000!*

"But," it will be said, "New York assigned to Cornell University the federal land grant." Well, I do not know why one politic act should be a bar to further wisdom. But let us see precisely the value of the grant. Does it include all that has since been realized by the university in the management of the lands purchased of the state by Ezra Cornell? No; for the courts have decided that "The Cornell Endowment Fund" is no part of the congressional grant, but is owned absolutely as it was created entirely, by Cornell University. There remains, as the assignment of the state to Cornell University, only "The College Land Scrip Fund" or $473,402, on which the state pays us annually $18,000. If the state could in any way be credited with "The Cornell Endowment Fund," she would be under obligations to pay ultimately more than $1,500,000 for the management of the land and taxes, and to keep the net proceeds invested in good securities. It is then clear as any fact can possibly be, that the State of New York, which itself has never given a cent to Cornell University, demands in return for $18,000 a year, which was given by congress to enable us to provide instruction in pure and applied science, the free education of 512 students at an annual cost ranging from $150,000 to $175,000.

Free education is certainly a desirable thing. I rejoice to think of the inestimable boon which Cor-

nell University has been to the poor young men and women in every assembly district in this state. She has educated thousands who would otherwise have missed the life and power which a modern university education imparts, and to that extent she has directly enriched the state. And if I might venture to improve on Senator Morrill's saying, I would express the hope that Cornell University may continue to be for this state the instrument of larger education to larger numbers *at the very lowest prices*. I look with sadness and alarm on the growing cost of a collegiate education. Forty-four years ago when Edward Everett, then president of Harvard College, appeared before a joint committee of the Board of Education of the legislature of Massachusetts, to secure for collegiate education the support of the state, his first argument was that the cost to the student would be thereby cheapened. Massachusetts, for excellent reasons, did not grant the memorial of the petitioners. And the tuition fee at Harvard, which was then $75, is now double, and in some departments nearly treble, that charge. The rates are almost, in some cases quite, as high in all the larger universities to the east of the meridian of Cornell. And this fact seems to me the doom of private universities. To maintain their efficiency the charge for instruction must be so high that the masses of the people cannot afford to pay it. The great states to the west of us have adopted the policy of cheap, or even free, university education, the state itself bearing the cost, as in the case of public schools, high schools, and institutions of charity. With these enterprising commonwealths freely educating all uni-

versity students that claim the privilege, New York cannot afford to abandon the free education of at least 512. Rather, I say, let the number be increased.

But shall a great state practice injustice that she may be benevolent? What then is New York to do? Mr. Chairman, this is a grave question, if ever there was one. And unwilling to trust my own judgment in a matter so momentous, I have consulted the greatest of political philosophers—a thinker who by his marvelous insight into the American Revolution of which he was a contemporary, has approved himself worthy of our absolute confidence. In my perplexity I turned to Burke's great speech in the House of Commons on moving his resolutions for conciliation with the colonies. As often before I was charmed by the resounding magnificence of his language, but I was never more clearly illuminated by the principles it re-echoed. I learned "that magnanimity in politics is not seldom the truest wisdom; that a great empire and little minds go ill together." I shut the book. The problem was solved! The State of New York must take Cornell University to her bosom. Is it objected that the state has the right to neglect or even to oppress the university? I reply that the question is not whether the state has the right to injure the university but whether it is not to its interest to make the university prosperous. Of what use to the state, I should like to know, is the right to injure a member of its own body? From such an absurd right, I appeal to the reason, the humanity, and above all to the good policy of my proposal. *In the name of equity and expediency, and for the sake of her meritor-*

*ious sons and daughters whom we educate free of tuition, I ask of the State of New York an annual appropriation to Cornell University of not less than $150,000.*

No one can fail to recognize the justice of our claims upon the state. If these claims are not immediately satisfied, I shall not be disquieted, for they are of a nature to bide the slow award of years. And I am sure the people of this commonwealth will eventually open their eyes to the ill husbandry of injustice to the state university. There are, however, two considerations which at the present time may be used to pervert their mental vision and to close up their hearts to the sentiment of duty, justice, and generosity. On the one hand, it will be said that the state cannot afford to make such large appropriations to Cornell University; and, on the other, that the state ought to have nothing to do with the maintenance and support of the highest education. Both these arguments I shall now briefly consider.

Assuming the righteousness of the claims of Cornell University, and the absolute justice and expediency of satisfying them, the first question is, Can the state afford to make such considerable annual appropriations to the university? It will be admitted that the most satisfactory mode of answering this question is to compare the population and resources of our state with those of sister states which maintain universities at the public expense. New York is by far the most populous state in the Union, having, according to the census of 1890, a population of 6,000,000. Ohio comes fourth in rank with a population of 3,700,000. Not to

enter into minute details, I will simply observe that the population of New York is almost three times as great as that of either Indiana or Michigan, three and one-half times as great as that of Wisconsin, four and one-half times as great as that of Minnesota, five times as great as that of California, and five and one-half times as great as that of Nebraska. Turn now from population to property. The estimated true valuation for 1880 of all property within the state of New York is $6,300,000,000. This is twice the value of the property of Ohio, four times that of Indiana or Michigan, four and one-half times that of California, five and one-half times that of Wisconsin, eight times that of Minnesota, and sixteen times that of Nebraska. Although we habitually think of the Western states as the paradise for farmers, New York is not surpassed, either in the value of farms or in the value of farm products, by more than one state in the Union. And when we come to manufactures, the value of products is not only very high in itself, and the highest in the Union, it is more than three times that of Ohio, more than seven times that of either Indiana or Michigan, more than eight times that of Wisconsin, and more than nine times that of California.

Now let us see what these states, some of them in comparison with New York poor and sparsely settled, contribute to their universities. I have the data up to 1888, and in one or two cases even later. The University of Michigan, whose present organization goes back to 1837, received no aid from the state till 1867, when it had grown to be strong, renowned, and very numerously attended. Up to 1889 the total appropri-

ations of the state of Michigan to her university amounted to $1,850,000. This aid consisted partly of special grants and partly of a fixed annual tax of one-twentieth of a mill on every dollar of the appraised valuation of the taxable property of the state. In Michigan the congressional land grant of 1862 was not given to the university but to the agricultural college, which had been opened in 1856. And this institution has also received legislative appropriations which at this date amount to over $900,000.

In Wisconsin, as in New York, the colleges of agriculture and mechanic arts are a part of the state university. And for some years the university had the same fate as Cornell. Though enjoying the income of the congressional grant (as also of the state seminary lands) she did not receive a dollar from the public treasury till 1870, when the legislature gallantly entered upon its new and splendid educational career by appropriating $50,000 for the erection of a ladies' college. Not satisfied, however, with irregular contributions, the legislature enacted in 1878 that there should be levied and collected annually for the income of the university, a tax of one-tenth of one mill on each dollar of the assessed valuation of taxable property of the state; and this tax has since been raised to nine-fortieths of a mill. This tax at present produces between $70,000 and $80,000 a year. But the legislature has supplemented it by special appropriations. For example, it granted, between 1885 and 1888, $350,000 for buildings, apparatus, and cabinets. One other act I shall mention not for the magnitude, but for the wisdom, of the appropriations. In 1889 the leg-

islature passed an act appropriating annually the sum of $1,000 to aid in maintaining a summer school for teachers in connection with the university.

I regret that time does not permit me to give even a short account of the evolution of the duty of publicly supporting their universities in other Western states. I know of no sentiment of so late a growth which has attained such strength and efficiency. In Minnesota, the university, to which in 1868 was assigned the income of the congressional land grant, has received from the legislature special appropriations which, up to July 31, 1888, amounted to about $600,000; and the regular annual appropriation is now $40,000. The University of California, which was opened for the reception of students in 1869, grew up out of the congressional act in much the same way as Cornell. Before the close of 1885 the state had appropriated about $750,000 for buildings, equipment, and supplies, special preference being shown among the departments to the college of agriculture; and in 1887 the legislature established for the support of the university, a perpetual state tax of one-tenth of a mill on each dollar of assessed valuation of property. From this ever-increasing source of income the university now receives not far short of $100,000 annually. The University of Indiana, which is now in receipt of a large annual appropriation, will have had from the state, by 1895, grants and appropriations, aggregating more than $1,200,000. In Nebraska the congressional grant was united with the state seminary lands, and the consolidated fund set apart as an endowment for the university. But the state, in the very year in

which the university was chartered, voted it a tax of one mill on each dollar of taxable property. This rate was subsequently changed; but it is still three-eighths of a mill, which is the highest university tax in America.

The history of state taxation for university purposes in the neighboring commonwealth of Ohio is for us of special interest and encouragement. The university which received the congressional grant is located at Columbus. The people of Ohio took little interest in it before 1888; and the legislative appropriations did not average more than $15,000 a year. Its pretensions to be the state university were resisted by sister colleges,—and Ohio has more colleges than any other state in the Union. But the duty of providing at the lowest rates the highest and the largest education for the masses of the people finally made itself felt in Ohio. And in 1890, Governor Campbell, in his message to the legislature, recommended the levy, for the use of the university, of an annual tax of one-twentieth of a mill on every dollar of the valuation of the assessed property of the state. Public sentiment strongly favored the measure, and a bill introduced by the speaker of the house speedily became law, placing the university on the same footing as the common schools and providing for its support by the one-twentieth of a mill tax, which yields this year about $80,000.

In Pennsylvania the land grant college was up to 1887 almost as much neglected by the state as Cornell University. But agitation awakened the people of that commonwealth to a perception of the obligation imposed upon them to furnish buildings and ap-

pliances to the college endowed by the bounty of congress. The land grant act of 1862 forbade the states to use the congressional fund for buildings or repairs, and at the same time obligated each state to provide "at least not less than one college." In fulfillment of this obligation the State of Pennsylvania has since 1887 provided its land grant college with several large, commodious, and costly buildings; so that Pennsylvania no longer keeps New York company in neglecting to comply with the conditions on which each state received the federal land grant.

Next? Why, New York! And I leave the foregoing facts without application. They tell the wealth of our state; they indicate its duty; and (*sursum corda!*) they auspicate its future.

I recollect, however, almost too late, that I promised before finishing this branch of my subject to say something of the proposition that the state is not called upon to support higher education. Well, let me say at once that I look with the profoundest suspicion on every abstract theory of the functions of the state. The speculations of the individualist and of the socialist are alike castles in the air. In civil as in private affairs men are guided, not by metaphysical speculations, but by a desire to attain the highest good. Subtle disputations are for the schools; the true statesman aims at the highest welfare of the citizens. And in the pursuit of this object he finds that the communion and fellowship of a great commonwealth necessitates the healthful activity of a great variety of organs. One of these is the agency,—called school, college or university,—which maintains, diffuses, and

multiplies the intelligence of the commonwealth. The old classical colleges were supported by your ancestors so long as they represented the intellectual life of the people. When they withdrew from the living present (or rather when the living present left them behind) to the seclusion of antiquity, the states refused to support them from the public treasury. A new and better organ of our intellectual life was demanded; and universities like Cornell, which date their origin from the Morrill act, have been framed by educators to give larger and better instruction to the youth of our own time. In voting them support from the taxes of the state, legislators are not doing anything new; they are simply following in the tracks of their ancestors. They cannot do better than revert to that treasury of maxims and principles which enabled the colonists to frame the constitution and set up the Republic. But our history only begins with the colonies; and there have been great statesmen since Washington and Jefferson and Hamilton. I appeal, therefore, not only to the oldest practice of your forefathers in the East, but to the newest practice of your brothers in the West. The support of the higher and highest education by the state has the warrant of experience; and experience tells us of no other means at all effectual for the purpose.

How else can we provide for our youth the knowledge on which our civilization rests, even if nothing be said of increasing that knowledge? The artisan needs it; the farmer needs it; the mechanic needs it; the engineer needs it; the architect needs it; the teacher needs it; the lawyer, doctor, and minister need it;

all classes and conditions need it, either to enrich their lives or procure a livelihood. Who will undertake the task of supplying it, if the state will not? The churches? No; for the churches as such are interested, not in every kind of liberal and practical education, but merely in that particular sort necessary for the training of the clergy. The denominational colleges are the old-fashioned classical colleges. And nothing is more patent than that the college-founding instinct, with the ever increasing growth of knowledge, is becoming atrophied in all denominations. I cannot think of a great modern university which owes its origin to a religious body. The very newest one may indeed seem to be an exception; but whatever the charter of that institution may prescribe in regard to the religious complexion of the board of trustees, its original endowment came from a wise and philanthropic gentleman in this state, and the later reinforcements have, it is said, been derived from local, not denominational, sources. Shall we then entrust the cause of higher education to private universities? No; they are in supply too capricious, in maintenance too precarious, in efficiency too variable, and in the charge for instruction they are too far beyond the means of the masses of the people. Denominational and private colleges belong to an age which is passing away; and though we may trust and believe—as I certainly do—that higher education will continue to enjoy the support of philanthropic wealth, its main reliance must be on the state; the future must be with the People's University.

I say then that if New York had not a great state university it would be her duty to establish one. The principle on which the public school rests is that all the property of the people must provide education for the children of all the people. Last year we levied taxes, state and local, amounting to $18,000,000 for the maintenance of the public schools of this state. There is not a single argument in favor of the free public school which is not equally cogent as an argument in favor of the free public university. The public school is maintained at the public expense because it is a powerful instrument for the preservation and promotion of that variety of agencies, influences, and results, to which we give the collective name of civilization. Universities have the same end and attain it more completely. Both institutions train human faculty and conserve the results it achieves, while one also multiplies these results. The cost of maintaining the state university is, therefore, as fairly chargeable upon the property of the people as the cost of the public school establishment. This maxim admits of no exception, provided the university represents impartially all the intellectual interests embraced within the circuit of our civilization, and offers its privileges without charge to all classes of the people. Such an university is the best practical answer that can be furnished to the charge—dangerous anywhere, but especially dangerous in a democracy—that our citizens have not all a fair chance, and that the state is an instrument of organized injustice. I hold it impossible in the nature of things to equalize men's property; but it is perfectly feasible, as experience

shows, to give equal opportunities for mental cultivation and attainment. In the interest of the large majority of our people, it is both just and politic for the state to offer universal free education of the highest as well as of the lowest order. As Huxley has well said: "No system of public education is worthy the name of national unless it creates a great educational ladder, with one end in the gutter and the other in the university." The people already enjoy political liberty, but the spirit of fraternity now invites the poor boys and girls of every district in our state to share with their more fortunate fellows the intellectual goods and forces to which the modern world is heir. I am sure the good sense of this commonwealth, when it expresses itself by ballot, will not reject a reasonable proposition, because it is recommended by humanity, good policy, and justice, as well as by reason itself. Or are we so taken up with the rights of property that we totally forget the rights of man? Is the end of the state merely the accumulation of wealth? No, the state is to be regarded with other reverence. In the noble language of the philosopher who saw the weakness and the irrationality of the French Revolution, the state is "not a partnership in things subservient only to the gross animal existence of a temporary and perishable nature; it is a partnership in all science; a partnership in all art; a partnership in every virtue, and in all perfection."

In the communion of the state the people are to be sharers of all the good things of civilization in so far as that is possible without invasion of personal rights. Foremost among these good things, and ab-

solutely indispensable to the existence of a civilized state as well as to the welfare of its citizens, are knowledge and the power which knowledge gives. The school is the organ of the state's intellectual life. The university is the highest school. It stands to the institutions of primary and secondary education in a relation similar to that sustained in the natural body by the brain to the lower centres of the nervous system. It is the originating, directing, and regulating organ of the higher intellectual life and activity of the state. And just as the brain draws from the bodily organism as a whole the copious and frequent supplies of energy which it exhausts in its work, so the genuine university is dependent, for healthy and vigorous functioning, upon large and continuous appropriations from the treasury of the body politic. And great as is our country as a whole, great as is this empire state, our people have not yet, either here or elsewhere, formed any adequate idea of the needs of a modern university. This is all the more deplorable as the most potent ally of the people is an efficient People's University.

Cornell University, which is the only official organ of the higher intellectual life of New York, has an income not exceeding $500,000. And with this income she is to promote, so the charter directs, the liberal and practical education of the young men and women of this commonwealth in all the ranks and professions of life! Observe that Cornell is to be a seat both of "liberal" and of "practical" education; and observe, furthermore, that this education is to be adapted to the intellectual needs of all workers in the

state. Mr. Chairman, it is a high and sacred vocation to which we are called; and we have made every effort to fulfill it. But let us make full confession to the state which has entrusted us with this work. Our means mock our vocation! Were our revenues doubled,—as I trust they may soon be doubled by public grants and private gifts—we should still fall far short of a realization of my ideal of a true modern People's University. And to give definiteness to this proposition I will close by stating briefly some of the most urgent needs of the university.

A university must have costly buildings and appliances, but these are only means to enable the teacher to do his work efficiently. In the most literal sense, therefore, it is the instructing staff that makes the university. And the teacher's, I hold, is the highest calling among men. But it is, I believe, the worst paid. Now there is always danger that the remuneration customary in a profession may determine the estimation in which that profession is held. And to the great detriment of the commonwealth, the profession of teaching has already fallen into some disesteem. The board of trustees of Cornell University recognize that, as a matter both of private justice and public policy, the salaries of our professors should be higher than they are. But, hemmed in by necessity, they are at present unable to accomplish what they so earnestly desire; and they appeal to all who appreciate the value of high and trained intelligence to come to their relief.

But even professors are for the sake of students. And Cornell has always had an unusually large num-

ber of poor, struggling, able, high-minded youth, especially from the State of New York. Some of them are candidates for advanced degrees; most of them complete the undergraduate course. For the former we are greatly in need of fellowships. One or two hundred fellowships of the annual value of $500 each, could be distributed with great profit to able and studious graduates who come here for the master's and doctor's degrees. We have admirable facilities for advanced research and investigation; and within the last few years our graduate department has become one of the strongest, best known, and most frequented in America. What it now needs, above all things, is a large fund for the benefit of poor and deserving graduates who wish to become expert in their specialties. Here is a fine field for the bounty of individuals. How can a man better perpetuate his name than by connecting it with one or more of these fellowships? And what a luxury to be able to aid the poor but talented young men and women who are to mould the civilization of the next generation! In regard to undergraduates I recommend a plan which has been initiated by the wisdom and bounty of Mr. Amos Padgham, of Syracuse. Mr. Padgham has founded a scholarship in this university for the student from the public schools of Syracuse who enters with the highest standing. This is a stimulus to local schools, a prize to students, and a help to the university. I commend Mr. Padgham's example to the rich men and women in every city and village in the state. There is no limit to the number of scholarships of this sort which might be established in Cornell University.

And what a variety of good ends would be observed by each endowment of $5,000!

In the work of investigation, which is the crowning achievement of every large university, we are straitened by lack of means for the publication of results. Thanks to the generosity of a constant friend, the department of philosophy has a publication fund, and no other investment of the same sum could have been so helpful as *The Philosophical Review*. Other departments have masses of material, the valuable results of protracted investigations, which cannot see the light because, like most new discoveries, there is no money in them for publishers. Consequently the endowment of publication is imperative. We need at once an income of $10,000 a year for this purpose, and twice that sum in the near future. The communication of knowledge by word of mouth alone is a singular phenomenon in a university, now that reading is taking so generally the place of speech. And to illustrate how Cornell suffers, I may say that other institutions are publishing, naturally without giving us any credit, investigations which were undertaken and completed in this university.

One other general need is that of dormitories. With the rapidly increasing numbers of our students, the friends of the university should come to the aid of the city in providing lodgings for them. The cost of living in Ithaca must be kept low. And the city in the next few years is likely to be full, even though a dozen benefactors should give the university as many dormitories, each at a cost of $100,000.

The rent received for rooms, which, however, should always be kept at a moderate figure, would be a constant source of income to the university. Let us see to it that Cornell never ceases to be the poor man's university.

When I turn from general university needs to the specific needs of departments, I know not where to begin amid all the urgent appeals that come to the board. But I will follow the order of our register and start with the literary, historical, and philosophical disciplines to which we give the collective term of humanities. I notice, in the first place, that of the two great sources of human civilization, one is not even mentioned in our curriculum. It would be shameful, were it not a tragic proof of our poverty, that Cornell University is still without chairs of Semitic and Oriental civilization, even without a professorship of that Hebrew literature which has furnished the sublimest content of modern civilization. Though the historical department is otherwise strong, it needs much money for new chairs and additional books, especially in the way of original sources, to keep pace with the progress of historical investigation. But of all the studies whose object is man, that dealing with the production and distribution of wealth is the one which the university is most urgently called upon to strengthen. It is a sad confession to make here at the centre of the richest state in the Union. Perhaps the knowledge of this need will cause wealth at once to flow to its relief. We should have professorships of economics, finance, statistics, social science, etc., and an equipment of books for verification of any state-

ment that might be made regarding the wealth of the world. For philosophy I ask nothing; the endowment given by Mr. Sage has put that department on a solid basis, and the work is commanding no little attention. The collection of casts, donated by the same benefactor, will hereafter furnish illustrative material for the studies of the ancient classics such as few other universities possess; but for the establishment of a well-equipped school of fine art,—of painting, statuary, and music,—an endowment of not less than $1,000,000 will be necessary. As to language and literature, both the group of ancient and the group of modern languages and literatures demand reinforcement; and in the interest of the schools of the state, as well as for their own sake, these subjects should be supported by liberal grants, very much larger than the university is now able to make. This is pre-eminently true of English, the constant need, as it may be the constant inspiration, of every student at every age. And I hold it to be one of the several missions of Cornell University to train a certain number of students directly for English teacherships and to obtain for them positions in preparatory schools.

Passing from the literary to the scientific field, we meet mathematics at the entrance. In this university it is now taught to nearly 700 students, either for the purpose of liberal or of practical education. Our staff, though large, is overworked; and our rooms are altogether inadequate. We should have, besides a large building, many thousands of dollars a year to add to the efficiency of this department. Astronomy, the oldest and sublimest science, fares rather

worse than any other. I do not say we must excel the Lick or any other observatory, though I should rejoice in a donation for that purpose; but I do say that, investigation apart, we need, even to make our teaching effective, an observatory which could not be built, equipped, and maintained for much less than $500,000. In chemistry, though we have a strong staff and a laboratory whose equipment is confessedly very complete, we need new chairs of theoretical, technical, and physiological chemistry, additional laboratories for the increasing number of students, and annual appropriations twice as large as those now available for apparatus and material. In the flourishing department of physics, the classes have already outgrown the present large building; and a new lecture room and two new laboratories for research are indispensable, as well as increased funds for new equipment, including perhaps in the not distant future the transmission of power from Niagara Falls. Among the pure sciences the group formerly designated natural history is urgently in need of strengthening. The department of botany should have at least another professorship and also better equipment; and a botanic garden, a museum of economic botany, a herbarium, and an arboretum cannot long be deferred. Our entomologist should be relieved of invertebrate zoology. And for that subject, as well as for vertebrate zoology, comparative anatomy, and physiology, new professorships should be established, so that the two professors who now make a specialty of the morphology of the brain and vertebrate histology might be relieved of all other responsibilities. In the

department of geology, we need in addition to a general professorship, chairs of paleontology, petrography, economic geology, and physical geography with all their accompaniments. Besides these specific wants, the buildings and museums now available for the several departments of natural history will in the near future prove altogether inadequate.

Look in the last place at our professional schools. The school of law after being domiciled several years in the attic of Morrill Hall, now rejoices in the possession of a new, commodious, and even luxurious building of its own. And its library with the recent addition of the Moak collection, is one of the best in the country. But the school needs endowments to keep up its innumerable series of reports; and if the increase in attendance continues at the rate of this year, additional professors will have to be appointed in the near future, as indeed a librarian should be appointed now.

Lincoln Hall is no longer large enough for the departments of architecture and civil engineering. The former requires a separate building, which should provide enlarged draughting rooms, a museum for the display of models, casts, materials of construction and products, and a gallery for the exhibition of photographs and prints. This would cost at least $60,000. And twice that sum is necessary for increasing the staff of instruction and for adding to the permanent equipment.

In this age of rapid locomotion the importance of civil engineering, in its most obvious province, is abundantly manifest. But few persons realize the

cost of maintaining a thoroughly equipped college of civil engineering. We hold ours to be second to none in the country. But the entire value of its equipment for all purposes is not as large as the value of the machinery and apparatus of the cement testing laboratory alone of the great school at Zurich. Recall the subjects that must be taught in a completely organized college—railroad construction, bridge construction, hydraulics, methods of drainage, etc.,—and you will agree that $1,000,000 would be a moderate sum to add to the endowment of our college of civil engineering.

Still larger are the demands of the department of mechanical engineering, because of the greater number of students. Everything is now too small in Sibley College. We need more class-rooms, more engineering laboratories, more draughting rooms, more professors. The limitation of funds has prevented the establishment of many branches of engineering; and those already established await further development. The first manufacturing state in the Union, New York can afford to foster a first class school of mechanic arts; and in accepting the congressional grant of 1862 it pledged support to this one. It is to the interest of the state, not less than to the interest of Cornell University, that there should be liberal and steady appropriations for the maintenance of a department which contributes so largely to the progress of the material side of our civilization.

From the very beginning Cornell University has paid special attention to the two subjects, which, more than any other, vitally affect the interests of the ma-

jority of our people—I mean agricultural and veterinary science. What the university has achieved in these fields is known, not only to educators but to the farmers of our state. But it is the merest fraction of what with adequate resources might be done. We need an appropriation, for a college of veterinary science, of at least $40,000 a year. This is demanded alike in the interests of health and wealth. In the State of New York, for a period of eight years ending with 1887, every eighth death was from tuberculosis; and the infection in most cases comes from the lower animals. Three per cent. of our cattle are tuberculous. Comparative pathology will probably be the next fruitful field for medicine. It is a field for which Cornell University has unusual facilities and to which it is especially summoned by the legal mandate to give liberal and practical education. Nothing is needed for success but a fair appropriation from the treasury of the state. And at the same time liberal provision should be made for agriculture including horticulture. The first and imperative need is that of a building large enough to house along with the department of agriculture, those of horticulture, entomology, and dairy husbandry. It should contain a museum for the exhibition of all kinds of agricultural implements. The home of teachers and investigators, it should be made the living centre of all the agricultural interests of the state. Students would come for the regular courses, or for short winter courses; and those who could not leave their homes might receive instruction by correspondence. Bulletins would be published giving the result of investigations. All this and more,

if we had aid from the state, could be done for the benefit of our farmers, as we already do a good deal even without that aid. We should need at least $200,000 for the building, and then such appropriations as would make the work in it worthy of the vast agricultural resources and wealth of this imperial state. Consider the importance of our live stock and dairy products merely. The census of 1880 gives the value of the live stock of the United States as $1,500,000,000, and of New York State as $117,000,000. There are 1,500,000 cows in the State of New York. An increase of one cent per pound in the average price of our dairy products would amount to $1,875,000. And how easy it would be to create this wealth by scientific instruction in the art of making butter and cheese.

But I have tired you by a long discourse. The gist of it all, however, may be briefly put. Cornell University was designed for the benefit of the people of this commonwealth. But in accepting the land grant from congress, New York pledged state aid to the institution receiving the proceeds. This is Cornell University. Now Cornell University has never received one cent from the treasury of the State of New York. On the other hand, the state requires the university to give free tuition to 512 students annually, at a cost ranging this year from $150,000 to $175,000, thereby imposing upon the university burdens never contemplated by the charter. But the university has now reached a point in its development at which, if it is to furnish liberal and practical education to the largest numbers in all the pursuits and professions of life, it must have sup-

port from the public treasury as well as from the bounty of private individuals. Thus only can the university fulfill its vocation of furnishing the highest education to all classes at the lowest cost. Its ends are the ends of the state. It is dedicated to truth and to utility; and between these there is no incompatibility; for, as Plato has well said, the divinest things are the most serviceable. We are at once realistic and idealistic. And while we cherish the old we are always in quest of something better. The genius of Cornell University stands on the solid earth; and while his eyes front the dawn, the ancient heavens are about him, and through all its resounding spaces he hears the noble mother call, Excelsior! So may it be! So shall it be; for the people of New York will not suffer either private gifts or public grants to fail us.

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Benediction by the Rev. Charles M. Tyler, D.D.:

Now, may the blessings of God the Father Almighty, the grace of our Lord and Saviour Jesus Christ, and the fellowship and communion of the Holy Ghost, abide with us all forever. Amen.

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Music—"Furore," by the Orchestra.