

THIRD ANNUAL MEETING  
OF  
THE AMERICAN  
Baptist Education Society

HELD WITH THE  
SOUTHERN BAPTIST CONVENTION,  
BIRMINGHAM, ALA.

MAY 8TH AND 9TH, 1891.

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## CONTENTS.

	PAGE
Officers of the Society .....	2
Constitution .....	3
By-Laws of the Executive Board.....	4
Charter.....	5
Third Annual Meeting .....	6
Report of the Executive Board.....	11
Treasurer's Report .....	27
ADDRESSES:	
The Needless Multiplication of Colleges.....	30
B. H. CARROLL, D. D.	
The Academy: Its place in the Educational Scheme.....	41
PRINCIPAL D. W. ABERCROMBIE.	
Some Features of an Ideal University.....	49
PRESIDENT W. R. HARPER, PH. D.	
List of Representatives .....	61

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# OFFICERS

OF THE

## American Baptist Education Society.

*President,*

SAMUEL W. DUNCAN, D. D., Haverhill, Mass.

*Vice Presidents,*

R. M. DUDLEY, D. D., Georgetown, Ky.

W. M. LAWRENCE, D. D., Chicago, Ill.

*Recording Secretary,*

LANSING BURROWS, D. D., Augusta, Ga.

*Corresponding Secretary,*

FRED T. GATES, Morgan Park, Ill.,

after Sept. 1st, 1891, New York City.

*Treasurer,*

JOSHUA LEVERING, Baltimore, Md.

*Auditor,*

COLGATE HOYT, New York City.

*Executive Board,*

*Class of 1892.*

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J. M. TAYLOR, D. D., Poughkeepsie, N. Y.  
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PROF. W. R. HARPER, New Haven, Conn.  
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HON. J. L. HOWARD, Hartford, Conn.  
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L. A. CRANDALL, D. D., Cleveland, O.  
F. M. ELLIS, D. D., Baltimore, Md.  
J. A. SMITH, D. D., Chicago, Ill.  
A. G. LAWSON, D. D., Roxbury, Mass.

*Class of 1893.*

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EUGENE LEVERING, Baltimore, Md.  
HON. JAMES POLLARD, Baltimore, Md.  
E. L. HEDSTROM, Buffalo, N. Y.  
E. NELSON BLAKE, Arlington, Mass.  
H. K. PORTER, Pittsburg, Pa.  
W. A. CAULDWELL, New York City.  
JOSHUA LEVERING, Baltimore, Md.  
COL. J. A. HOYT, Greenville, S. C.  
HON. L. B. ELY, Carrollton, Mo.  
GOV. J. P. EAGLE, Little Rock, Ark.  
CAPT. JNO. POWELL, Granada, Miss.

*Class of 1894.*

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PROF. H. H. HARRIS, LL. D., Richmond, Va.  
JNO. B. STETSON, Philadelphia, Pa.  
N. E. WOOD, D. D., Brooklyn, N. Y.  
REV. J. M. BRUCE, New York City.  
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C. C. BOWEN, Detroit, Mich.  
T. T. Eaton, D. D., Louisville, Ky.  
HON. JNO. HARALSON, Selma, Ala.  
HON. L. L. FOSTER, Austin, Texas.

# CONSTITUTION

OF THE

## American Baptist Education Society.

Adopted at Washington, D. C., May 17, 1888.

I. NAME. This Society shall be called The American Baptist Education Society.

II. OBJECT. The object of this Society shall be the promotion of Christian Education under Baptist auspices in North America.

III. MEMBERSHIP. The Society shall be composed of members of Baptist churches in the following manner:

1. Annual members by virtue of their individual or church contributions of ten dollars to the Society; and continuous members while retaining their connection with a Baptist church, by the payment of one hundred dollars.

2. Annual delegates who shall have been appointed as follows: by any Baptist education society, or the board of trustees of any educational institution under Baptist control, each of which shall be entitled to one delegate, and by any state or territorial convention, each of which shall be entitled to one delegate, and an additional delegate for every 10,000 members of Baptist churches represented in such convention or association.

IV. OFFICERS. The officers of this Society shall be a President, two Vice Presidents, a Recording Secretary, a Treasurer, an Auditor, and a Corresponding Secretary, who shall be elected annually by ballot. The Treasurer shall give bonds to such an amount as the Executive Board shall decide.

V. EXECUTIVE BOARD. The Executive Board of the Society shall consist of thirty-six members, who shall be elected by ballot, and who shall be divided equally into three classes; their initial term of service to be one, two and three years, or until their successors shall be chosen. Nine shall constitute a quorum for the transaction of business.

The Board shall have the customary powers of similar bodies in respect to its own organization and the adoption of rules and by-laws; shall have power to fill vacancies that may occur in its own body or in the offices of the Society during the year; and if desired by a majority of its members, may convene special meetings of the Society.

The Executive Board shall transact the legal and general business of the Society, attend to the promotion of the Society's interest; and shall make a faithful report of its proceedings, together with a report of receipts and expenditures, annually to the Society.

VI. DESIGNATED FUNDS. All moneys or other property contributed, and designated for any particular object, directly pertaining to or germane to the work of the Society, shall be so appropriated, or returned to the donors or their lawful agents.

VII. ELIGIBILITY. The officers, members of Executive Board, appointees and agents of the Society, shall be members in good standing in Baptist churches.

VIII. ANNUAL MEETINGS. The Society shall meet annually for the election of officers, members of the Board, and for the transaction of other business, at such time and place as the Executive Board shall designate.

IX. CHANGES IN THE CONSTITUTION. This constitution may be altered or amended by a vote of two-thirds of the members present at an annual meeting, provided, however, the amendment proposed shall have been submitted in writing, and the proposition sustained by a majority vote at the previous annual meeting, or shall be recommended by a two-thirds vote of the Executive Board; provided notice of the amendment shall be included in the call of the meeting.

### BY-LAWS OF THE EXECUTIVE BOARD.

I. ORGANIZATION. As soon as practicable after the annual election, the Board shall choose a Chairman, a Recording Secretary and an Executive Committee of nine members.

II. ORDER OF BUSINESS. 1. Devotional Exercises. 2. Calling the Roll. 3. Reading the minutes. 4. Unfinished Business. 5. Communications from the Corresponding Secretary. 6. Report of the Treasurer. 7. Report of the Executive Committee. 8. Reports of Standing Committees. 9. Reports of Special Committees. 10. New Business.

III. MEETINGS. Until otherwise ordered, the Corresponding Secretary and the Chairman of the Board and of the Executive Committee, shall call the meetings of the Board.

IV. DUTIES OF OFFICERS. The Corresponding Secretary shall superintend the work of the Society, and keep the Board informed of its condition; shall devise and execute measures for securing funds, and for extending a knowledge of our work among the churches, and shall prepare a full report of the year for the annual meeting.

The Treasurer shall perform the usual duties of this office. He shall give bonds as the Executive Committee may direct. He shall pay the Corresponding Secretary's salary and expenses without special order. Other expenses and bills must be ordered and certified to by the Corresponding Secretary and the Chairman of the Executive Committee.

DUTIES OF COMMITTEES. The Executive Committee shall supervise the work of the Board and act as its executive on all matters committed to it, forward the business of the Board by all proper arrangement of details, and report to the Board what may be deemed desirable or needful action. In the interval between the meetings of the Board, the Executive Committee shall take all needful original action not involving the appropriation of funds. The Executive Committee shall choose its own officers and sub-committees, meet as often as may be needful, and report to the Board whenever called upon.

(a). It shall have Committees on Applications and Finance of three members each.

(b). The Committee on Applications shall report to the Board as to the disposition of appeals referred to them, and especially at the opening of the year, as to the probable amounts required for the work of the year.

(c). The Committee on Finance shall provide for the current expenses of the Society, have a careful oversight of its property and financial interests, and advise with the Treasurer as to the investment of funds.

CHARTER  
OF THE  
American Baptist Education Society.

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STATE OF NEW YORK.

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An Act to Incorporate the American Baptist Education Society.

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*The People of the State of New York, represented in Senate and Assembly do enact as follows:*

SECTION 1. All such persons as now are, or may hereafter become members of the American Baptist Education Society, formed in the City of Washington in the year one thousand eight hundred and eighty-eight, shall be and hereby are constituted a body corporate by the name of "The American Baptist Education Society," for the purpose of promoting Christian education under Baptist auspices in North America.

§ 2. The said Corporation shall have power to hold, purchase and convey such real estate as the purposes of the Society shall require, but the annual income of the estate held by it at any one time within the State of New York, shall not exceed the sum of one hundred thousand dollars.

§ 3. The said Corporation shall have power to receive, hold, take by donation, deed or devise any real property, which has been or may hereafter be given, granted or devised to it by any person whomsoever for the purpose stated in section one, and to receive, accumulate and hold in trust, endowment or other funds, and make investments thereof wherever it seems most advisable. And the said Corporation shall also be competent to act as trustee in respect to any devise or bequest pertaining to the object of its corporation, and devises and bequests of real or personal property may be directly made to said Corporation, or in trust, for any of the purposes comprehended in the general objects of said Society, and such trusts may continue for such time as may be necessary to accomplish the purposes for which they may be created, subject however to the limitation expressed in the section of this act as to the aggregate amount of such real estate, and subject also in receiving bequests from persons within the State of New York, to the provisions of chapter three hundred and sixty of the laws of one thousand eight hundred and sixty, entitled, "An Act in Relation to Wills."

§ 4. The annual and other corporate meetings of said American Baptist Education Society may be held at such time and place as the said Corporation may by its constitution, by-laws, or vote provide.

§ 5. The said Corporation shall also possess the general powers specified in the third title of the eighteenth chapter of the first part of the revised statutes.

## THIRD ANNUAL MEETING.

### PROCEEDINGS.

FRIDAY AFTERNOON, MAY 8TH, 1891.

The American Baptist Education Society was called to order at the Opera House, Birmingham, Ala., by the First Vice-President, Samuel W. Duncan, D. D., of Massachusetts. The delegates to the Society present to the number of about one hundred and fifty were seated on the broad, deep stage, while the great audience-room of the Opera House was packed on the floor and in both galleries with the delegates and visitors to the Southern Baptist Convention, many of whom could find standing room only. The whole vast throng united in singing the hymns beginning, "There is a fountain filled with blood," and "All hail the power of Jesus' name," after which prayer was offered by William Harris, D. D., of Maryland. In the absence of the Recording Secretary, A. K. Parker, D. D., of Illinois, now traveling in Palestine, O. F. Gregory, D. D., one of the Secretaries of the Southern Convention was chosen Secretary *pro tem*. No time was lost in organization. The credentials of the delegates elected had been promptly forwarded to the Corresponding Secretary at the time of election, thus enabling him to prepare in advance of the meeting a full list of representatives by States. The list was read in the order of States. A large number of institutions of learning, all the local education societies, and forty State conventions had chosen delegates and forwarded their credentials. The list was read by the Recording Secretary without interruption for correction or supplement. A half dozen delegates whose credentials had not been forwarded presented them privately at a later hour. The list of delegates will be found on page 62.

#### DR. DUNCAN'S ADDRESS.

On the completion of the organization, the presiding officer, Dr. Duncan, briefly addressed the Convention. He regretted the absence of the President, Hon. G. A. Pillsbury, who was unavoidably de-



tained at his home in Minnesota. He spoke with feeling and patriotism of our united country, and the changed circumstances in which we now meet from those in which we met in uniform a quarter of a century ago. He referred to his journey through the South to Birmingham, and of his pride in his country as his eye fell upon the rich valleys, the noble forests, the sublime mountains of this southland with their treasures of coal and ore, and in particular of the marvelous juxtaposition of coal, limestone and iron ores at Birmingham. He spoke at some length of the Education Society, its recent origin, the startling rapidity of its work, and the durability and splendor of its triumphs. He eulogized it as a truly national society, the only strictly national society among Baptists, the only religious organization of any kind in this country, he ventured to believe, truly national. He spoke of the great work the society had done in the South, and declared that in the work of national unification Baptists, of all religious bodies, led the van. At the conclusion of Dr. Duncan's address the Committee on Programme suggested the following order of business:

1. Announcement of Committee of seven on Nominations.
2. Introductory address by Dr. John A. Broadus.
3. Report of Executive Board by the Corresponding Secretary.
4. Report of Treasurer, Mr. Joshua Levering.
5. Address: "The evils of Unduly Multiplying Colleges," by B. H. Carroll, D. D., of Texas.
6. Address: "The Academy; Its Place in the Educational Scheme," by Principal D. W. Abercrombie, Worcester, Mass.
7. Address: "Some Features of an Ideal University," by Pres. W. R. Harper, Ph. D., University of Chicago.
8. Report of Committee on Nominations.
9. Election of officers.
10. Adjournment.

The order suggested was adopted.

#### DR. BROADUS' ADDRESS.

Dr. Broadus found it difficult to speak on account of a severe cold and consequent hoarseness, and hence curtailed the more extended remarks he wished to make, to a few words. He was one of those who thought and said at the time the Society was organized that it was a mistake. He then saw no way for its financial support. He thought he foresaw that it could only appeal to the churches

here and there, for the most part vainly, for a little money to carry on its work. But he had changed his mind. The society had had a most remarkable history. In the first place it struck "a streak of luck" in the choice of its Corresponding Secretary. Then he and his advisers had formed very wise and far-reaching plans which had gained the approval of one the wealthiest, as well as greatest, wisest and best men of this century. Through his munificence the society had been enabled to achieve very great results, results which in the formation of the society no one could have dreamed of or foreseen. He rejoiced in the progress that is being made in educational methods. The studies of the college are indeed mainly disciplinary. But with these may safely be pursued other lines of study more directly practical and having a commercial value in after life. It is found that these, too, have this disciplinary as well as their practical value. Let us not exclude them.

He rejoiced that the conservatism of forty years ago that excluded women from the privileges of higher education, had largely passed away. He himself belonged to the younger generation who believed in giving women educational advantages equal to those of men. We must, indeed, give our daughters the accomplishments which do so much to make home attractive and delightful. But they should also be given opportunities for broad and thorough intellectual culture. On the question of co-education there is difference of opinion, and probably room for honest difference. But were co-education to prevail there would still be room for several great colleges in this country for women exclusively. Such an institution, an institution endowed and equipped like Vassar College, he longed to see in the South. But such an institution could not be created by merely calling it a great institution. If built up at all, it would be built up by some great single gift of many hundred thousand dollars from some wise and wealthy man or woman.

In concluding Dr. Broadus reminded the delegates that the legal and general business of the society is conducted by the Executive Board, that all appeals for aid must be presented in writing to that body, and that the floor of the society is not the place for special appeals. He believed in axes and he believed in grindstones, but the grindstone is not the general meeting of the society. Applications should be privately presented by those who have axes to grind to the Corresponding Secretary, who in turn will lay them before the Executive Board.

Following the address of Dr. Broadus the third annual report was read by Corresponding Secretary Gates. For the report in full see page 12. The report was listened to with close interest and accorded a hearty reception. As the Secretary concluded, after having explained the nature and policy of the society and summed up its great work in the North, the East, the South and the West, "Praise God from whom all blessings flow," sprang spontaneously from a thousand hearts, the whole vast throng rising and pouring forth its gratitude and thanksgiving to God in majestic volume and with thrilling power.

Mr. Joshua Levering then read the third annual report of the Treasurer. Referred to the Auditor. See page 27.

The few minutes which now remained before the hour for closing the session were given to discussion.

Mr. E. Nelson Blake, chairman of the Executive Board, being called out spoke strongly on christian education the hope of our country, illustrating historically the fact that not merely intellectual culture, but culture learned with christian truth and feeling is the anchor of the State.

Dr. F. M. Ellis, of Maryland, a member of the Executive Board, being called for, emphasized the principles laid down in the report of the Board, and predicted that extensive as has been the work of the society, it is yet only in the beginning of achievements, and is destined in the future to win still greater triumphs for the cause of Christ.

President G. A. Nunnally, D. D., of Mercer University, Macon, Ga., spoke with gratitude of what the society has done for Mercer University. In concluding President Nunnally illustrated the necessity of giving due heed to each of the three great departments of man's nature—the physical, the intellectual, the religious—in order to a complete education. Physical culture alone would produce a John L. Sullivan, intellectual training alone would produce a Voltaire, the union of the physical and intellectual with the religious training, would produce a Gladstone.

A recess was now taken until Saturday afternoon.

#### SATURDAY AFTERNOON, MAY 9TH, 1891.

The Society was called to order at 3 o'clock, Vice-President Duncan in the chair.

Prayer by Rev. C. W. Watson, of Massachusetts.

The order of business was then resumed.

Dr. B. H. Carroll spoke on "The evils of Unduly Multiplying Colleges." See page 30.

Principal Abercrombie addressed the Society on "The Academy: Its Place in the Educational Scheme." See page 41.

Dr. W. R. Harper spoke on "Some Features of an Ideal University." See page 49.

These very able and instructive addresses were highly appreciated by the Society. Dr. Harper, in particular, was listened to with the most eager and intense interest, as with great earnestness and graphic power he depicted the unique features of the University of Chicago as now projected, by which it is proposed to afford the largest possible advantages to the student at a minimum of inconvenience, expense and time.

The Committee on Nominations then reported. The committee consisted of—D. I. Purser, D. D., Ala.; E. Nelson Blake, Mass.; George Cooper, D. D., Virginia; Pres. W. R. Harper, Illinois; B. H. Carroll, D. D., Texas; Rev. C. J. Baldwin, Ohio; Pres. W. F. Ryland, Kentucky, and reported through their Chairman, Dr. D. I. Purser, as follows:

For President—S. W. Duncan, D. D., Massachusetts.

For Vice-Presidents—R. M. Dudley, D. D., Kentucky; W. M. Lawrence, D. D., Illinois.

Recording Secretary—Lansing Burrows, Georgia.

Corresponding Secretary—Fred. T. Gates, Morgan Park, Ill.

Treasurer—Joshua Levering, Baltimore, Md.

Auditor—Colgate Hoyt, New York City.

For Executive Board—J. V. Hinchman, Iowa; H. H. Harris, LL.D., Virginia; John B. Stetson, Pennsylvania; N. E. Wood, D. D., New York; Rev. J. M. Bruce, New York; Hon. J. L. M. Curry, D. C.; A. C. Dixon, New York; A. C. Osborn, D. D., New York; C. C. Bowen, Michigan; T. T. Eaton, D. D., Kentucky; Hon. John Haralson, Alabama; Hon. L. L. Foster, Texas. All of whom were unanimously elected.

Dr. T. H. Pritchard, of North Carolina, then offered appropriate resolutions of thanks to the railroads for reduced fare; to the Southern Baptist Convention for its courteous and fraternal invitation to hold our sessions in connection with the Convention, and for its generous surrender of its platform and its hours to the Society for two entire sessions; to the brethren and friends at Birmingham

for their unbounded hospitality. After the unanimous adoption of the resolutions the Society adjourned.

The interest awakened by the meetings of the Society promises to be permanent and fruitful. Its immediate fruit was a meeting of educators on Saturday evening in the parlors of the First Baptist Church of Birmingham. The following report of this meeting is taken from *The Standard of Chicago*:

A remarkable gathering was held on Saturday evening, partly, we must suppose, as a result of influences felt in the proceedings of the Education Society, as reported above. It was a gathering of college men, twenty-nine colleges being represented, with forty in attendance, and seventeen of these, college presidents. All the Southern States were represented, save North and South Carolina, and in the North the New England States and Canada. The educational scheme contemplated at Chicago was presented more in detail by President Harper, and more especially the plan of affiliation of colleges with the university. This feature of the scheme was very fully discussed, and appears to have been viewed with much approval. Dr. Rothwell of William Jewell College, was chairman of the meeting, and Professor Forbes of DeLand, secretary. An association of Baptist college instructors was decided upon. A committee with President Nunnally, of Georgia, as chairman, was appointed to prepare a constitution and by-laws, and also a committee on programme with Dr. Ryland, of Kentucky, as chairman. The meeting next year is to be held at the time of the Southern Baptist Convention.

This movement is significant and may be the beginning of much. It is at least one more sign of a forthcoming unification of educational plans among American Baptists.

## REPORT OF THE EXECUTIVE BOARD.

BY THE CORRESPONDING SECRETARY.

MR. PRESIDENT AND BRETHREN OF THE SOCIETY:

Your Executive Board begs leave to present its third annual report.

Accepting with gratitude a most fraternal and hospitable invitation, first extended at Memphis two years ago, and renewed last year at Fort Worth, your Board has called the Society to meet for its third annual session with the Southern Baptist Convention. We desire to express our profound appreciation of these gracious hospitalities, and to venture the hope that throughout the length and breadth of this smiling and beautiful southland, the American Baptist Education Society and the Southern Baptist Convention, always in fraternal sympathy, in mutual helpfulness, as now, may work and weep and rejoice together, hand in hand, through many golden years of increasing harvest. As one by one the present workers are called away, we are well assured that God will raise up others equally devoted, to press forward our common cause, in the generations to come, to its glorious consummation.

Since your last session one year ago in Chicago, your Board has suffered the loss of a member highly prized, in the death of the Honorable Henry K. Ellyson, of Richmond, Virginia.

Although a sincere friend of the Society and a member of the Executive Board from the beginning, Mr. Ellyson was able to attend only our first quarterly meeting, held in Washington in December, 1888. Those who were present were impressed with his clearness and breadth of view, and recall with gratitude the earnest and forcible address which he then made on the importance and necessity of re-establishing the University of Chicago. Your Board has spread upon its records the following tribute to his memory:

“Henry Keeling Ellyson, President of the trustees of Richmond College, and ever since the organization of this Society a valued member of its Executive Board, ‘After he had served his own generation by the will of God, fell on sleep’ at noon of last Thanksgiving day, Nov. 27th, 1890. His whole life of sixty-seven years had been spent in Richmond, Va., in which his unswerving integrity, patient industry, systematic habits and fine judgment gained eminent success in business, honor in various public offices, and potent influence in commercial, social and religious circles. His best

known service was in the cause of evangelization, as a member for forty-five years of the Foreign Mission Board of the Southern Baptist Convention, and as Corresponding Secretary for forty-three years of the State mission work of Virginia Baptists. He was equally devoted to the cause of Christian education, and though his own learning was gained largely in a printing office and by private reading, he was an enthusiastic friend to schools of all grades, from the public primary to the great University. As a counselor he was notable for attentive listening, sound common sense and clear, frank statement of his views and reasons. It will be hard to fill in all respects the vacant place."

The resignation from the Board we have also to record of a brother beloved and revered, the Rev. George Dana Boardman, D. D., LL. D., of Philadelphia, for two years our Chairman. Dr. Boardman's cheerful service, his garnered wisdom, his courteous and impartial rulings, had earned the profound respect and gratitude of your Board. His resignation was accepted with reluctance, and only because made imperative by the increasing pressure of Dr. Boardman's other and more immediate duties.

The resignation of Dr. Boardman and the death of Mr. Ellyson created two vacancies in your Board. In exercising its constitutional function of filling vacancies occurring in the intervals of your meetings, your Board has chosen to the vacant places our treasurer, Mr. Joshua Levering, of Baltimore, and President James M. Taylor, D. D., of Vassar College.

In preparing this third annual report, your Board has been mindful that the Society is a new organization, that we meet this year for the first time in the South, that many to whom this report will be mailed in printed form know little of the Society beyond its name, and that the work of the year can not be properly understood except in its relations with the past. Will you permit us therefore in this report to glance at the nature of our organization, to trace out the main lines of its policy, and to offer a brief review, not of the past year only, but of our work as a whole.

The American Baptist Education Society was organized in Washington, D. C., by representative Baptists called together from all parts of the land, in May, 1888, three years ago. The organization is as comprehensive as it is possible to be. The Society is not an association of private persons for a benevolent purpose. It is *the Baptist denomination of the United States organized in its entirety* for the purpose of promoting education under Baptist auspices in North America. Every member of every recognized Bap-

tist church in our land, whether a contributor to the Society or not, has his due and proportionate share in its control. The Society is organized, in the main, as our national legislature is organized, on the broad and equitable principle of popular representation. Our Constitution entitles each State Convention or General Association of Baptists in the United States to elect one representative annually to the Society, and one additional representative for each ten thousand Baptists embraced in such Convention or Association. During the past few months, forty State Conventions have each elected its quota of representatives for the year beginning with this session. The Constitution provides further for a special representation of educators. The trustees of each institution of learning under Baptist control are entitled to elect one representative annually, as is also each local Society for ministerial education. As a matter of convenience and for accuracy of enrollment, though not strictly necessary, the names of all representatives chosen are sent immediately on their election by the local bodies, to the Corresponding Secretary of the Society. The Secretary makes a list of representatives and volunteers to send each a formal certificate of election, with information concerning time and place of meeting, together with the literature of the Society. The representative so chosen, together with the annual and life members, constituted such by the payment of \$10.00 and \$100.00 respectively, form the corporation known as the American Baptist Education Society. By this body all general officers are elected and to this body they submit their reports. The legal and general business of the Society is relegated by the Constitution to an Executive Board of thirty-six members, of which twelve are elected by the Society annually, for a service of three years. The Society is therefore a national organization, embracing through representation the entire denomination in the United States. While the Society is the guest of the Convention, occupying by its courtesy its platform and its hours, we are not the guests of the South, unless indeed guests on our own native soil. The South is a part of the Society, and because of the numerical preponderance of the South both in Baptist membership and in institutions of learning, the South is the greater part of the Society. The South cannot welcome the Education Society as a guest therefore, unless it shakes its own left hand with its right. A national Society, organized as was appropriate in the Capital of our country, all hoped and expected that we could there become



incorporated and find our permanent home. But it was ascertained on inquiry through legal counsel that the laws of the District of Columbia look chiefly to resident control of corporations located there; nor do they clearly admit the right of all members of a national organization like ours if located in the District of Columbia, to equal participation in its business. Moreover the laws of the District are singularly defective in the protection of benevolent societies, specially in the matters concerning legacies and taxes. These and other legal difficulties, together with the hopelessness of securing a special charter from Congress, compelled your Board, in order to preserve the national organization and broad denominational control of the Society, to seek a special charter from a State legislature. The city of New York, as the commercial and financial metropolis of the country, became the choice of the Board for the headquarters of the Society, and a charter embodying all the provisions we desired was granted by the legislature of that State. While the Society therefore may hold its meetings at any duly appointed time and place, the Executive Board, which conducts our legal and general business, may legally meet only in the State of our charter, the State of New York. As the Board must necessarily meet frequently during the year, it is desirable, in order at all times to assure a quorum, that a considerable majority of its membership of thirty-six should live within a convenient distance of the city of New York. With this qualification the membership of the Board is as widely representative as possible. Our present Board is drawn from twenty States.

The Society has now been in active operation for three years. The first was a year of active inquiry, of the formation of plans and the marshalling of forces. Your Board undertook laboriously to collect the essential facts concerning every institution of learning under Baptist control in the United States. These institutions number about one hundred and forty, but through the hearty and generous co-operation of local officers, we were largely successful in our inquiries. We carefully studied the charters of these institutions to learn their legal powers, their respective locations, the advantages and disadvantages of each, whether for health, for convenience of access, for accumulation of property or for range of influence. We inquired regarding the campus, the buildings, the endowments, the income, the expenses, the debts, the chief needs of each. We secured lists of the trustees, the faculty, the students,

and these last we traced to their homes, atlas in hand, to learn accurately the range of influence and attractive power of each institution. We studied the reports of Treasurers to learn how funds were being invested and what incomes were derived therefrom. We sought to study the elements of our problem comprehensively as well as minutely. We studied our institutions in their adjustments for mutual helpfulness and reinforcement and in their relation to the distribution of our Baptist population throughout the country. We marked those localities where our institutions were too numerous for strength and those sections which were wholly neglected.

Such, in the main, were the preliminary inquiries of your Board. They were undertaken with reference to forming our *policy*, undertaken with reference to proceeding on a *plan* and of finding out if possible *what* plan of work would assure the largest, most certain, most comprehensive and most permanent results. Here let us pause a moment in our review, even at cost of brevity later on. The educational process beginning with the district or public school is conducted through a series of tolerably well defined and regular gradations involving the Academy, the College, the great University. The system is a pyramid. The base, supporting in a sense the entire structure is our system of common schools, one for every neighborhood. Next above and resting on this broad base are the Academies or High Schools, much fewer in number since scarcely one in fifty of the boys and girls in the common Schools go higher than the common Schools. The Academy invites a generous endowment and requires the art of teaching in high perfection. It should be fixed in the most accessible centre of a very considerable area, if it is to secure an ample attendance and endowment. Next come the Colleges, still fewer in number, each the centre of a much larger territory and requiring many Academies and a larger endowment for its proper support. Highest of all the University, based in turn on many colleges. The University with its professional and technical schools, and conducting original research along the outermost boundaries of knowledge—one great Baptist University, if that were possible, with millions of endowment, for each great geographical section of the country. A system of education divorced from religion and purely secular is being gradually built up by the State. That system threatens to sweep our denominational Schools from the field. In some States it has prac-

tically done so already. It will do so in all unless we also organize our educational forces into an effective and co-operative system. Nor can we adequately supply the educational needs of our own people or permanently retain their patronage against competition of the State, unless working together as a unit, we reap the enormous economies and the multiplied strength of system, balance, order and mutual adjustment in our work.

But when studied with reference to a national system of education for Baptists, with helpful adjustment of parts and comprehensive enough to meet the needs of our great and widespread denomination, we found our educational work in a condition approaching chaos. It could not well be otherwise. For too often our educational institutions have sprung up as it were by chance, each designed to meet local needs, to serve local ends, to gratify local ambitions, with little if any reference to their fitness, either in location, grade, or probable resources, to become appropriate and helpful parts of a general scheme of education. But we came to see also that by founding heavily here and postponing action yonder, by encouraging efforts at one point and failing to encourage it at another, by placing the stroke of emphasis at strategic points, and for the present passing over those not now emphatic, we might fairly hope in time and with the expenditure of some millions of money, to create out of these chaotic elements a system of national education for Baptists with its parts admirably balanced, adjusted to mutual reinforcement and without wasteful duplications, a system symmetrical, harmonious, comprehensive and measurably complete, a system which, when measurably complete, would be found to possess a certain organic life and a structural law of its own, which would probably preserve the due proportion and relation of parts in its continuous future growth. Such a system, or a close approximation to it, the Education Society, if sustained by the denomination, may create in the course of years, silently, painlessly, gradually, without violent shocks or undue repressions, by simply deciding where to place its money and when to put it there. All social as well as educational laws will lend their silent aid and tend to speed the result. All things work together for the good thing we desire. With these ideals before us, your Board adopted a plan designed to cover the first few years of our work. The plan involved four lines of action.

First. As a main support of our system in the West, it was re-

solved to found (or re-establish) the University of Chicago, with an initial fund of at least one million dollars.

Second. To correct a serious disproportion greatly weakening the efficiency of Baptist educational work in the East, it was resolved strongly to equip our neglected Academies in the middle and New England States.

Third. For the South, it was determined to select in each State that College which forms the true centre of educational influence, and seek firmly to establish the Colleges so chosen as corner stones of the educational systems of their respective States, beginning with the more needy or neglected.

Fourth. As soon as practicable to pursue the same policy in the West, until these Colleges also should be solidly established, and with certainty of permanent power.

It will be understood that this programme, covering the work hoped to be accomplished in a very few years, is by no means designed to outline a complete system of education. It forms simply a step in the direction of a system. The plan was adopted with reference to the things needing most speedily to be done and to the means at our disposal. Nor was the schedule in all its parts definitely written out. These however have been the main ideas which have controlled your Board in its work. The broad and comprehensive mind of Mr. John D. Rockefeller entered into full sympathy with these ideas, shaping them indeed in no inconsiderable part, and towards the close of the first year, he pledged six hundred thousand dollars towards the Chicago scheme, and one hundred thousand dollars towards the general work of the Society. The first year of our history closed with the annual meeting in Boston in May, 1889, with the Society fully organized, its headquarters located in New York city, a broad and generous character, great plans definitely formed and the needed funds for a promising beginning.

We went forth from Boston and from the study and formation of plans into the field of practical work, with hopes not untempered with misgivings. The main work for this year was to be the establishment of the University of Chicago. The essential features as to the character and location of the institution had been already announced and a date fixed for the success or failure of the undertaking. It was a period of great anxiety for us all. The power of the Society, if not indeed its right to live, was to be put to a severe

and possibly fatal test. This test was to be made on the very field where the denomination, after prolonged and almost incredible efforts, had suffered the most complete and overwhelming disaster of its history, the most humiliating and lamentable educational failure perhaps that any denomination ever suffered. Many were the dismal prophecies which followed the Education Society in its determination to redeem that disaster and wring victory out of defeat. But we at least believed that the denomination, organized in an Education Society and acting as a unit, at one point, be it in Chicago or elsewhere, could accomplish with ease and celerity what would be utterly impossible to any detached fragment of our people. We knew that our chief benefactor had consented to lead the undertaking with a great gift only because the work at Chicago was to be undertaken by the denomination as a whole, organized into this Society, and we believed that others like him would also (under these changed conditions) lend a helping hand, who in the days of extremity and disaster had declined. So it proved. And the triumph at Chicago has demonstrated in a most striking and conclusive way, the power of national organization in our educational work. Three millions of Baptists, organized into a great, disciplined and devoted army, and hurled in an hour of crisis or of danger on one strategic point, are an *irresistible force*, and may accomplish what they WILL for God and humanity. It was such an army with ranks swelled by every State in this Union, and foreign lands not a few, that won the day at Chicago, and may win the day anywhere we will. And if we choose to make it so, the future is our own.

While mainly occupied with the founding of the University of Chicago, the Society made a beginning of its work in the general field. A few carefully chosen Academies were aided in the East, a few carefully chosen Colleges in the South and West, according to the plan proposed. The assistance was given on terms which as now fulfilled, have brought to the institutions aided about two hundred and seventy-five thousand dollars, wholly in endowments, besides the payment of debts. The work attempted was not large, but enough was done to demonstrate the feasibility of our plans and the local influence and possible usefulness of the Society throughout our whole broad field. Our second year closed with the triumph at Chicago, and a successful though not large work in the general field.

The work of our third year, which we now briefly report has been two-fold.

First. To set up and organize on an independent legal foundation the University of Chicago, for which the funds had been subscribed to the Education Society, and to fix the basis broad enough and deep enough to carry the great superstructure which all now clearly foresaw.

Second. To press forward the general work of the Society along the lines laid down, with the vigor which its fruitful beginnings now justified. We shall now get forward more rapidly.

In asking the denomination to contribute towards the re-establishment of the University of Chicago, the Society had in Boston, at the outset of the work, made certain public pledges regarding the location, character and management of the institution. These pledges formed in fact the basis of our appeal, and were of the nature of a contract with each donor. It became therefore the first duty of your Board, after the completion of the canvas, to fulfill these pledges. We had promised to establish the institution on a basis of one million dollars. We had raised about twelve hundred thousand.

We had promised that we would ourselves secure the incorporation of the institution. Articles of incorporation, detailed, comprehensive, broad enough to furnish the basis for a great institution or collection of institutions, with ramifications extending very widely, if found desirable, were framed under the very liberal laws of the State of Illinois. The articles were drawn by our brethren, Judge Joseph M. Bailey, Chief Justice of the Supreme Court of Illinois, and Mr. Charles W. Needham, our attorney. For the very able services of these brethren, involving their meeting with our Board and prolonged and careful research, all rendered cheerfully and gratuitously, your Board wishes here to express anew its grateful appreciation.

Other promises we had made. We had promised that the President of the institution and two-thirds of the trustees, which were to number twenty-one, should be members of Baptist churches. We had promised that the privileges of the institution should be extended to men and women alike on equal terms. Provisions of this nature were accordingly embedded in the articles of incorporation, those regarding the President and Trustees being declared forever unalterable.

We had promised to locate the institution within the city of Chicago and not in a suburban village. Your Board has therefore fixed the location in the city, choosing a campus in the best residence portion and near the corporate centre. The grounds chosen open into a system of connected parks containing about one thousand acres. These parks are provided with every facility for boating and other athletic exercises and games. The whole system of parks is maintained in magnificence by the city, and will be as free to the students as if owned exclusively by the University.

We promised that the site should contain at least ten acres. Your Board has secured twenty acres, adjoining the parks, and this has been recently increased by the University to twenty-six and two thirds.

We promised to take the title to the real estate in the name of the Education Society and to transfer the same to the Trustees with provisions which would make its alienation for debt impossible. Such deeds your Board has recently instructed its officers to execute, with the added provision, that if at any time the President and two-thirds of the Trustees shall not be members of Baptist churches, the title of the University shall be forfeited and the property shall revert to the American Baptist Education Society.

In order to endow the graduate school of the University and to enable the Theological Seminary at Morgan Park to locate on the same campus and become incorporated with it, Mr. Rockefeller in September last, added one million to his previous pledge of six hundred thousand. This munificent gift permanently establishes the institution as a University, and ushers it at once into a field of usefulness and growth of almost unlimited scope. At the same time, the union with the Seminary guards closely the religious tendencies of the institution and leavens it with the Christian spirit. Articles of union have been adopted, and the two institutions will enter into their new relations with the opening of the University in October, 1892. The Seminary buildings at Morgan Park, when vacated, will be used for a University Academy.

Guided by Dr. W. R. Harper, the President elect, the University has adopted a plan of organization and work, bold, yet conservative, unique, comprehensive, free, it is believed, from many of the defects of present methods, offering a solution of not a few of our educational problems.

The relationship of the Education Society to the University

of Chicago is now practically severed, and the Corresponding Secretary's office, which has hitherto been in Chicago on account of the special work there, will during this year be removed to New York. In this official leave-taking your Board rejoices in the hope that other great benefactors will speedily be announced to build up the structure so broadly and solidly laid to their hand by Mr. Rockefeller and the denomination. We believe that Divine Providence has in store for this institution a career of far greater power than was revealed to any of us in its inception. We commend it to the sympathies, the prayers and the benefactions of the Christian public through its future history, and above all to that Divine favor which infinitely above and beyond any human skill or wisdom has presided over its beginnings.

Turning now from the University to the general work of the Society, your Board had on hand at the beginning of the year available for appropriation, \$54,800. As the work has proceeded Mr. Rockefeller has made two further pledges of \$100,000 each. Confining ourselves closely to the plans previously outlined, we have pressed forward the work of endowing academies in the East, and colleges in the South and West. Reviewing the work rapidly, beginning with the East: In Massachusetts we have appropriated \$8,000 to Worcester Academy towards a total of \$40,000 to be raised. This will pay a troublesome debt and increase the present endowment to \$100,000.

To the Connecticut Literary Institution we have appropriated \$5,000 towards \$45,000, which will bring the endowment of the institution to upwards of \$75,000.

In New York your Board has again aided Cook Academy, this time with an appropriation of \$6,000 towards \$30,000 cash. This with the \$50,000 towards which we aided the institution last year, and a recent legacy of \$20,000, will give the institution an endowment of \$100,000. New York is particularly poor in academies. Our brethren in that State would do the cause of education a great service and increase the efficiency of their colleges and seminaries if they would found several new academies in choice locations.

In Pennsylvania we have continued our work by granting Hall Institute \$5,000 towards \$35,000. This will secure an endowment of \$30,000, and what is of scarcely less importance, the surrender by the owners of fifty scholarships, which were proving a sad and needless drain on the vitality of the institution.



To Keystone Academy, also in Pennsylvania, we have granted \$10,000 towards an endowment of \$50,000, which the zeal and generosity of its friends promises now to press far above that figure.

In New Jersey your board has taken up the South Jersey Institute at Bridgeton with a gift of \$10,000 towards an endowment of \$50,000.

The conditions of these gifts are being rapidly fulfilled. It is not believed that any will fail. If not, the results of our work will be the endowment of seven academies in the East with sums ranging from \$30,000 to \$100,000. With the better equipment of the academies their attendance is increasing. Established now on a firm basis, they will secure the confidence and benefactions of men of wealth. If our work is as successful as now seems probable, we shall have doubled the productive funds of the academies of the New England and Middle States as the result of two years' work.

In the South our plan has been, as before outlined, to strengthen the central college in each State, as the corner stones of the system for that State, beginning with those in most immediate need. The peculiar character of Tennessee requires a college in the eastern and another in the western part of the State.

The Southwestern Baptist University in West Tennessee your Board found without title to its campus buildings or endowment, not having fulfilled the conditions on which the ownership had been promised by the secular corporation which the University was expected to succeed. Through the active and capable labors of Col. J. W. Rosamon, whose salary your Board assumed, and the zeal of the trustees, the conditions have now been complied with, and the campus, buildings and endowment of \$45,000 secured to the University. Col. Rosamon also raised during his first year's service an additional endowment of \$30,000. Your Board has continued the services of Col. Rosamon for the present year, and pledged \$10,000 towards a still further increase of \$50,000 in endowment. Beginning with scarcely a dollar of property which it could call its own, the Southwestern University will, as the result of two years' work, if our plans succeed, be established on a secure foundation of \$165,000. For the Carson-Newman College in East Tennessee, we are paying the salary of a skillful and indefatigable agent in the person of Prof. J. T. Henderson. Prof. Henderson is making provision for a needed building, to cost \$25,000 or more, and is adding \$20,000 to the endowment. Towards this your

Board has pledged \$5,000. We have assisted Mississippi College with \$7,500, which has aided in securing an endowment of \$60,000, the larger portion of which has been paid in cash.

Howard College, at Birmingham, has been too closely absorbed in the erection of needed buildings to undertake as yet the work of endowment. It is hoped that many members of the Society will find time to visit this promising and prosperous institution during the present stay in this city.

To Mercer University in Georgia we have pledged \$10,000 towards \$50,000, which will enlarge the total of productive funds available for the expenses of the University to \$176,000.

We have twice aided Furman University in South Carolina, the first time with \$7,500, the second with \$2,500. The conditions of the first grant were duly met in cash, those of the second are nearly fulfilled. The two will enlarge the endowment from \$40,000 to \$80,000 cash.

In the West we have pursued the same policy as in the South, the conditions being substantially the same. The work may be rapidly reviewed.

In Michigan we have pledged \$15,000 to Kalamazoo College towards \$100,000, a considerable portion of which is already assured. This will give Kalamazoo upwards of \$200,000 endowment and introduce the college into a new era of prosperity. In Indiana we have pledged \$10,000 to Franklin College towards \$50,000, which will increase the endowment to \$166,000. In Southern Illinois we have given a like amount on similar conditions to Shurtleff College, to increase the endowment to \$130,000. In Missouri, \$10,000 towards \$40,000 to William Jewell College. It is hoped that the movement will result in an added building and an increase of endowment from \$175,000 to above \$200,000.

To Ottawa University in Kansas \$10,000 has been pledged on conditions which will secure for the institution a needed building and \$35,000 additional endowment.

Des Moines College in Iowa, is rapidly completing the work proposed by our pledge of \$12,500. No doubt remains of the complete success of the undertaking. With an endowment of \$100,000, its debts provided for, its title to valuable lots confirmed by the courts, 175 most promising students, a reassured and united constituency, embracing the entire state of Iowa, Des Moines College is destined to be a highly important factor in our educational work.

We have pledged \$5,000 to Sioux Falls University in South Dakota. With its name changed to college, as our pledge requires, it is expected that the reduced debt of the institution will be fully paid, and \$20,000 added to the funds. The larger plans of President Meredith, now being successfully executed, will, when fully carried out, assure the institution a large and permanent usefulness.

To California College at Oakland, which last year so largely exceeded our requirements, we have granted a second gift of \$5,000 towards a further increase of \$23,000 in endowment.

In the new State of Washington we are assisting in laying the foundations of the University of Seattle. The initial buildings are to cost \$50,000. Nearly one hundred and fifty acres of land in the outskirts of the city, have been conditionally pledged and the excellent agent in the employ of your Board, Rev. J. Sunderland, reports encouraging progress.

Your Board has also aided one Academy in the South and one in the West. Williamsburg Institute in Kentucky has raised nearly \$25,000 in cash, chiefly for endowment. Of this we contributed \$5,000.

Wayland Academy in Wisconsin is raising \$32,500 for endowment, to which your board contributes \$7,500.

The sum total of our appropriations to date is \$209,850. These appropriations have been conditioned, as has been seen, on the raising of large sums locally for specified purposes, chiefly endowments, within a certain specified time, generally about one year from the date of the appropriation. These terms, as accepted by the institutions aided, and now fulfilled or in process of fulfillment, will bring to the institutions an aggregate of \$1,165,500, with a considerable overplus not now calculable. We do not directly contribute to the erection or repair of buildings, to current expenses or the payment of debts. The present assets of the University of Chicago, exclusive of the Divinity School, are \$2,250,000. The total increase of educational property through the work of the Education Society in the past two years is \$3,415,000, nearly all of which is already secured. Of this sum Mr. Rockefeller has contributed singly \$1,900,000.

The results of our work as a society your Board thus ventures to lay before you. Our task, while constantly cheered by success, has been a difficult and often painful one. We have been com-

pelled to decline many more applications than we have granted. Nor can the denomination reap the full benefit of educational organization and system until other patrons of education unite with him who, amid many benefactions in other directions, has so munificently contributed to our work. May God speed the day. Alone and single-handed no benefactor, however generous, however wealthy, can supply all the needed funds, without neglecting other causes equally worthy, and claiming a generous share of attention.

We shall return from this session to begin our fourth year's work with profound gratitude to God for what he has enabled the Society to accomplish, and with a larger appreciation of the needs and possibilities of our great field.

AMERICAN BAPTIST EDUCATION SOCIETY,

*In Account with* JOSHUA LEVERING, Treasurer.

*Cr.*

1890.			
April 30,	Balance on hand, last report.....	\$	25.82
	Sundry contributions, as per annexed list of donors.....		636.34
	Payments made by Mr. John D. Rockefeller, on account of :		
	California College.....	\$	5,000.00
	Cook Academy, (\$10,000 less already paid		
	\$1,442.72).....	8,557.28	
	Cook Academy, (for expenses endowment).....	519.21	
	Furman University.....	7,500.00	
	Mt. Pleasant Institute.....	7,500.00	
	University of Chicago.....	90,000.00	
	Account Pledge March 31, 1891, [Grace		
	Seminary.].....	9,000.00	128,076.49
	Financial Agent, Des Moines College....	1,375.00	
	"    "    Clinton College.....	600.00	
	"    "    Carson and Newman		
	College.....	900.00	
	Financial Agent, Southwest Baptist Uni-		
	versity, [app. No. 23].....	1,200.00	
	Financial Agent, Southwest Baptist Uni-		
	versity, [app. No. 24.].....	375.00	4,450.00
	Mr. John D. Rockefeller, [loan \$3,812.95, int. 78.15, Fur.		
	Un. Fund].....	3,891.08	
	University of Chicago, [expense securing endowment.]..	5,000.00	
	Illinois Trust & Savings Bank, [loaned Mr. Rockefeller]		
	order Finance Committee.....	30,000.00	
	Rev. Albert Coit, Treasurer Cook Academy.....	12,000.00	
	Interest, University of Chicago Fund.....	20.00	
	"    California College.....	27.50	
	"    Cook Academy.....	61.15	
	"    Furman University.....	1.58	
	"    General Account.....	17.08	127.31
			<hr/>
			\$184,207.04

*Dr.*

Rev. H. L. Morehouse, D. D., for loan made Society...\$	752.22
L. M. S. Haynes, expenses endowment Cook Academy.	519.21
Illinois Trust & Savings Bank [\$30,000, interest \$20]..	30,020.00
Furman University, Rev. H. R. Griffith, Agt., account	
endowment.....	3,688.65
Furman University, Rev. H. R. Griffith, Agt.,	
[\$3,811.35, interest \$79.73].....	3,891.08
University of Chicago, Charles L. Hutchinson, Treas...	60,000.00
Mortgage on Grace Seminary, Centralia, Washington,	
[8% interest for appropriation only].....	9,000.00
Loaned (Mr. John D. Rockefeller) by order Finance	
Committee.....	66,958.86
Rev. F. T. Gates, Secretary, [balance due from last year]	554.95

## THE AMERICAN BAPTIST EDUCATION SOCIETY.

Rev. F. T. Gates, Secretary, Salary \$3,000, ex. \$1,093.54	4,093.54
Rev. H. L. Stetson, Financial Agent, Des Moines College .....	\$ 1,375.00
Rev. H. L. Stetson, Financial Agent, less 5% retained for expenses Society .....	75.00
Rev. R. W. Mahan, Financial Agt., Clinton College....	600.00
Prof. J. T. Henderson, Financial Agt. Carson & Newman College.....	900.00
T. M. Gates, Treasurer, Southwest Baptist University .....	\$1,575.00
T. M. Gates, Treasurer, Southwest Baptist University, less retained for expenses Society	135.00
James Guilbert, printing 3,000 Annual Reports.....	183.90
Recording Deed, Clerk Circuit Court, Barton, Fla.....	1.00
Recording Mortgage, Grace Seminary, Centralia, Washington .....	3.70
Committee for securing exemption from taxation New York City.....	20.00
D. W. Perkins, legal services, Mossy Creek.....	5.00
Expenses, Treasurer's Office, clerk hire, etc.....	117.90
Balance on hand, National Bank of Commerce, Baltimore	157.03
	<hr/>
	\$184,207.04

*Sundry Contributions.*

First Baptist Church, Tacoma, account pledge	\$100.00
J. B. Gambrell, Miss., account pledge, Boston.	100.00
H. Thane Miller, Cincinnati.....	100.00
Miss Joanna P. Moore, Baton Rouge, La .....	5.00
West Newton Baptist Church Pa., Mrs. C. E. Brown.....	10.00
Mrs. C. C. Bishop .....	100.00
East Somerville Baptist Church, Mass.....	19.43
Putman Baptist Church, Putman, Conn.....	25.00
Central Baptist Church, Minneapolis, Minn....	4.00
Union Baptist Church, Baltimore, $\frac{1}{2}$ \$100 sub.	25.00
Edward Goodman, Chicago.....	10.00
"The Standard" of Chicago.....	80.00
Northwest Education Society.....	57.91
	<hr/>
	\$ 636.34

E. &amp; O. E.

BALTIMORE, April 30th, 1891

JOSHUA LEVERING, *Treasurer.**Memorandum of Funds Loaned Mr. John D. Rockefeller on Collaterals.*

California Fund, \$5,000, interest \$27.50.....	\$ 5,027.50
Cook Academy, \$20,557.28 interest \$61.15....	20,618.43
University of Chicago.....	30,000.00
Mt. Pleasant Institute.....	7,500.00
	<hr/>
	\$63,145.93



## THE NEEDLESS MULTIPLICATION OF COLLEGES.

ADDRESS OF B. H. CARROLL, D. D.

BRO. PRESIDENT, AND BRETHREN OF THE EDUCATION SOCIETY:

What I have to say on the special topic announced needs but a brief general introduction.

I will commence with familiar definitions—sufficiently exact for their present use.

*Education* is the proper development of the whole man—body, mind and spirit. As a graduate in physical development, behold John L. Sullivan; in mental development, Voltaire; in physical, mental and spiritual development, Wm. E. Gladstone or Robert E. Lee.

*Christian* education is not instruction in the dogmas of the Christian religion, or in distinctive denominational tenets, but is secular education in a Christian atmosphere and under Christian supervision. *Denominational* education is synonymous with Christian education so far as this discussion goes.

Denominational education belongs to history rather than to debate. Whoever questions its propriety quarrels with the past, the present and all the reliable forecasts of the future which experience projects.

It found a place in history from a triple necessity:

- (1) The nature of man and his relations to divine government.
- (2) The full import of education itself.
- (3) The fact that there is no fitness nor jurisdiction in any other power to warrant supervision in this full import of the term.

Therefore Christians must intermeddle with education. To intermeddle at all they must intermeddle *much*. To intermeddle much they must intermeddle *wisely*, so as not to beat the air.

But the magnitude of this work is such that no one man, whatever his individual right and power, and no one church, however sacred its sovereignty and vast its resources, can intermeddle to great advantage.

Hence the necessity of combination of forces and concentration of resources. In recognition of this necessity associations of independent Baptist churches have been formed for educational pur-



poses in part. As the work enlarged to the vision, State conventions took charge of the matter. The outlining of its vaster proportions called for and called forth this National Education Society, which knows no North, no South, no East, no West.

Which, though but an infant of days, possesses a monumental history so suggestive of antiquity, that it must have been well grown before born.

No man ever saw its cradle or remembers it as a child. It came among us not so much like Minerva, leaping from the brain of Jove, full-grown, full-armed and panoplied from head to foot, as like Eve, fashioned in a night from the curve around the heart of sleeping Adam. Eve, the beautiful, herself never a baby but the mother of all the living. Thus, while the denominational Adam had fallen into a deep educational sleep the Almighty quick-fashioned this Society from his unconscious heart. Milton represents Eve as once on the brink of peril—alike disastrous to herself and man—the peril of falling in love with herself when she first viewed the wondrous grace and sweetness of her own image in nature's original mirror, the pellucid water. But an angel led her from self-love to Adam. So it was once feared that this Society would be so charmed with its own reflection in Lake Michigan that it would leave past denominational enterprises to waste away like an unpaired Narcissus pining over his own lessening shadow.

But he who fashioned for a higher purpose led her to denominational espousals. In the dawn of her life, and in the dew of her youth, she came where memory wept over the grave of Chicago University, and there followed more than a resurrection, even a glorification.

She broke down the residue of the wall of partition between the North and the South, and when of these twain was made one new educational man, she said: I am bone of your bone and flesh of your flesh. I came not to displace but to revive and upbuild the enterprises founded by the fathers, hallowed by their memories and watered by their tears. Often in the past had men been found who sought immortality on new and original foundations, thereby isolating their fame from any other man's endeavor. But never in this world's history before John D. Rockefeller was born, has there been found a man who, by the consecration of his enormous wealth made it possible for a society to conserve the struggling colleges of a nation. The glory of some is to eclipse the glory of others. But his fame is that the fame of others shall not die.

Through his assistance it has been decreed: "That concentration on the most urgent or imperilled interests be the general policy of the Board."

This means to preserve institutions already established rather than to found new ones. But while it is fame to preserve the fame of others, it is ill-fame to preserve their folly. Just here a grave problem confronted the Society. A number of existing institutions were indeed imperilled, but was it best for them to live? Had they the conditions of life as colleges? Others with no more hopeful outlook were about to be established.

This problem led to the adoption of the following items of policy:

"That, in general, the Society seek to foster in each State *one* well equipped college, suitably located, and that it *discourage* the undue multiplication of institutions attempting collegiate instruction. That the Society seek to build up, as auxiliary to each college, three or more academies in suitable locations, and that the multiplication and endowment of the secondary schools receive special attention." (See items 4 and 5, page 19, first Annual Report.

These items of the policy of the Society suggested my theme: "The needless multiplication of colleges."

It is due me to say that I had no part in formulating or adopting this policy, though I heartily endorse it.

Nor was this theme of my own selection. It was assigned to me by the Committee on Programme. I much preferred to discuss a different topic. Not that I quarreled with the importance of this one, but because of its extreme difficulties.

In its practical and business character it seemed more suitable to a magazine article than to a popular address. It was difficult of treatment from vagueness. The vagueness lies in the terms which define the policy of the Society, not indeed as the Society would itself interpret those terms, but as interested individuals or communities may interpret them.

Such individuals or communities would readily admit that "*in general*" the Society should seek to foster only one college in one State, but in application their's is an exceptional case and State.

That while some people, doubtless, "unduly" multiply colleges their own is not a case in point.

A graver difficulty lies in the hazard of wounding and alienat-

ing good brethren who have embarked or are about to embark in college enterprises of doubtful propriety. How can one use plainness of speech in discussing such a theme without offense to some? How shall we construe the terms "in general"? How can we draw a well-defined line of demarkation between "due" and "undue" multiplication—between "needful" and "needless"? In what States shall we foster more than one college? I approach the subject with unfeigned embarrassment and solicitude.

Alexander Dumas has said (mark you, I am not recommending his literature to these preachers) that "no one can successfully write the history of criminals but one of them."

The principle involved in his statement is of wider application than to criminals. It means that to judge fairly of any one you must put yourself in his place.

That is just what I will now try to do. Let us place ourselves *en rapport* with those who are "unduly multiplying colleges," and ascertain why they do it. Let us discover what are the forces which underlie such movements and propel them. If no other good is accomplished it will enable us to judge charitably.

Being then in the atmosphere which pervades such movements, we find that their foremost cause is: THE FELT NECESSITY FOR CHRISTIAN EDUCATION.

Our Baptist brethren throughout the world, in the backwoods even more than in cultured cities, have been impressed with the immortal nature of man and his relations to a divine government and the world to come. Intermeddling little with "advanced thought" and "higher criticism," they feed upon "the bare grain" of God's word, implicitly accepting the whole Bible as inspired, not "in spots" but throughout. As long, therefore, as they so believe—as long as education means to them the proper development of the whole man, body, mind and spirit—as long as the educational age remains that plastic period of life in which character is formed and direction given to destiny—as long as in this period the battle of life is usually fought and won or lost—as long as the civil government in dealing with education is limited in its jurisdiction to time and material things—so long will our people, acting for themselves alone, forbid the divorce of religion and education, and so long will they multiply colleges not only where the state does not educate, but especially where it does. You might as well attempt to "dam up the Nile with bullrushes" as to obstruct such a tide.

It may be directed wisely or unwisely, but impeded never. You will at once understand how such a force will not only generate colleges, but also how they may be unwisely located or unduly multiplied.

The second force tending to multiply colleges is the fact, historically established, that even the oldest, best equipped and most famous institutions of learning draw only a small per cent. of their patronage from beyond a very limited circumference of which they are the centers. The first annual report of the Corresponding Secretary of this Society demonstrates this fact. The radius of this circumference is often less than one hundred miles.

Now, to be fair, imagine a man whose conviction of the necessity of Christian education is like the burning of unquenchable fire in his bones, living two hundred and fifty or even five hundred miles from any college—such a man groping his way to a solution of this problem.

What facts confront him?

He observes first the unemployed Baptist wealth, talent and energy in his own community which can never be called out and utilized for a college in a different and distant locality.

He further observes that *none* of the wealth owned by those not Baptists can be utilized for a Baptist school in a far off community, but much of it is available in building up a home enterprise.

He then jealously notes that other denominations, and sometimes influences more or less hostile to any form of Christianity, are about to establish a college in this unoccupied place, and threaten to absorb this unemployed wealth—to assimilate this local and contiguous patronage and to alienate all from the Baptist heritage forever.

From this fearful apprehension he turns to consider the economical phase of the question, and asks himself how many of the families in his community are financially able to educate their children abroad, to pay not only tuition but board and other expenses not necessary in a school at home. The result astounds him. What then must be done with these hundreds of promising boys and girls to whom opportunity never comes? Shall chill penury forever quench their aspirations? They cannot go abroad—what must be done? He counts on his fingers all the boys and girls in his community who attend any college whatever, anywhere.

For the masses around him Harvard and Yale might as well be in Mt. St. Elias or in the vale of Cashmere.

And then he reflects upon the mighty possibilities if only opportunity would come—any sort of opportunity. In his own community may be some “mute, inglorious Milton,” some Isaiah, if only the live coal from the college altar would hallow his lips; some uncommissioned Jeremiah, with his heart hot with unspoken musings—some dumb Spurgeon, some latent Adoniram Judson—some ploughboy only waiting for a chance to equal “the mill boy of the Slashes.” From such a train of reflection it comes to him like a flash of inspiration that *he must start a college at home!* Another mighty factor in such movements is the “*Born Educator.*” This is not sarcasm. I mean the man upon whom a woe rests if he does not teach. Who, like Socrates in the market place or Epicurus in the garden, can teach without building, apparatus or endowment. Who can make bricks without straw. Who is himself a college. Who illustrates in himself Sir William Jones’ poetic query, “What constitutes a state?”

The man uninfluenced by salary or position, but who has a *vocation* to teach, who can awaken mind, kindle aspirations, attract to his own personality, as Luther at Wittenburg, emptied the other universities of Europe by his own matchless presence and magnetic power; as John the Baptist made cities silent and peopled the wilderness with voices. Such a man without buildings, endowment or apparatus, can build and hold a college in Dismal Swamp—but it will die when he dies.

The forces and motives so far considered, which tend to multiply colleges, even needlessly, are deserving of great respect. Who does not respect them and sympathize with them is incapable of dealing with the educational problem.

But there are other factors in the multiplication of colleges not so commendable.

Let us consider some of them.

1. There are to be found everywhere sore and jaundiced men, ambitious of leadership and jealous of those who succeed. Disappointed of pre-eminence in existing affairs, they conspire, like Orgetorix, to inaugurate new movements. Their hope of success lies in claiming to be the special champions of some great principle. And because the Baptists, more than any other people, emphasize individuality, local church sovereignty, and hate hierarchies, mon-

opolies and centralization, they find their slogan in shouting "bossism" and "popery," thus beguiling the multitude.

Such men are destructionists but not constructionists. They are starters but not completers.

Only a small amount of talent is necessary to do harm. They could not find a place in history by doing good—which is not to drift but to pull against wind and tide. A great educator of my own State has divided the ministry into three classes: The Builders, the Sitters and the Splitters. The first class edify and construct. Like the blue hen which wore out an ivory door-knob by hatchless incubation, the second class sit on an enterprise till it dies. The third class reach multiplication by division only. They carry a maul and a wedge. Wherever they can insert the thin edge of the wedge by steady mauling they hope to split something. They have keen eyes for cracks and much talent for making them wider when found. Their mission is to disintegrate. They know nothing of the precepts: "Keep the unity of the spirit in the bonds of peace," and "Love the brotherhood."

2. The second factor under this head is Col. Mulberry Sellers. He is not dead. To be able to tell when he will die is a lost art. Already older than Mathuselah, he promises to outlive the Wandering Jew. He has a large family. Some of them are Baptists. If by stringing together on a table a broken tooth comb, a hairbrush, knife-handle and pocket tweezers, he can construct a railroad, how much more plausibly can he draw all the materials of a great college from his imagination alone. He is a fellow of infinite fancy.

3. Next in order on this line is Metropolisville.

You have read Edward Eggleston, from whom it seems Mark Twain borrowed the salient points of the Gilded Age. You remember Dickens' Eden in Martin Chuzzlewit. You have read Proctor Knott on Duluth (by the way, Duluth has materialized since that time)—well, every now and then can be found an aspiring community which is the exact center of the earth, the horizon being equidistant at every point. This place excels all others in salubrity of climate, and, by the testimony of its own physicians, has the smallest death-roll according to population this side of Moore's Utopia or the happy valley of Rasselas. Every trunk line of railway on the continent points towards it as a natural focus. From this hub the prospective spokes of traffic are about to radiate

until they touch the ocean circumference. In a word the whole earth lies in concentric circles around this favored center. Such a place *must have a college.*

4. Finally, a great many people insist on being *humbugged* in the matter of education. What they want for their sons and daughters is not the education itself but the diploma. Life is too short and necessity too urgent to spend four years in academic instruction and four more in collegiate tuition. That road is too long and too costly. Johnnie is already eighteen years old and Mary fifteen. Where is the institution that will "put them through" in fifteen months? If it does not exist it must be created.

Thus because they cannot endure sound education they heap up to themselves teachers having itching ears.

How, then, in view of these facts, can the policy of this Society to foster, in general, only one college in a State, and to discourage others be rendered practicable? How can we successfully meet these great difficulties? Certainly not by any attempt at coercion or dictation. Information as to what is a college, the love of the brotherhood, the necessity and power of unity must be inculcated most patiently. Moral suasion and argument are the weapons to employ.

The Society, among other things, may emphasize the following:

1. *Unit sed leonem.* When, according to the fable, a jealous little beast, with many whelps, taunted the lioness with bearing only one cub, the lioness replied: *One, but a lion.* This fable teaches that one college which is a college in curriculum, instructors, facilities and resources, is worth more than many so-called colleges.

It needs to be more widely known what an enormous sum of money is necessary to establish, equip and perpetuate a college. A college should have a million dollars, a university three times as much.

3. It should then be kept in mind that Baptists have no resources for such gigantic enterprises but *voluntary contributions.* That these contributions in the main must come from the wealthy. That wealth requires substantial guarantees for its beneficent investments. It shuns the securities of Wilkins Macawber and avoids shaky foundations. It is not attracted by the chimerical air castles of Col. Mulberry Sellers, and coolly ignores the prospective charms of Metropolisville. It ruthlessly inquires: What denomi-

national voice called for such an enterprise, and what guarantee is there of denominational co-operation?

4. It should be impressed that only thoroughly equipped schools, doing honest and thorough work, can hope, in the long run, to compete with State education backed by taxation and vast landed resources.

5. It should be kept in view that as the circumambient atmosphere is necessary to life and growth on this earth, so there must be about any of our schools a denominational atmosphere of love, prayer and sympathy, deep enough and wide enough to support it.

6. The sad history of past failures should be heeded in all the lessons it teaches and the obligations it imposes. The educational wrecks along the shores of time have their warnings for present navigators in dangerous waters. The unfinished tower that was never roofed—never echoed with the laughter of children, never gathered an air of domesticity, is a mournful monument of human folly. "This man began to build but was not able to finish." You may be sure that some hearts break every time that such failures occur. But a graver matter still is the loss of confidence and the denominational depression that follow, and which constitute the most insuperable barriers to future endeavor.

7. Something also is due to the fathers.

At an early day and in trying times they laid foundations and secured denominational guarantees. The solemn pledges of successive generations have been given to the support of the enterprises which they inaugurated.

These fathers rise up before us as a cloud of witnesses. They come not like the simulated form of Samuel at the call of the Witch of Endor to prophesy dishonor and defeat, but at the call of reverence and gratitude they return from the mists of memory to plead with their children that the trees planted by paternal hands shall not die. So around Richmond College in Virginia, Wake Forest in North Carolina, Mercer in Georgia, Baylor University in Texas, and many others, cluster these mighty motives, and from them all as from the grave of the past, the voices of the honored dead cry out to the living: Make these foundations solid and enduring before you lay others elsewhere.

8. It is well also to consider the danger of division and disintegration in other matters that may come from the quarrels and jealousies of rival and impecunious colleges struggling for existence



under the law of the survival of the fittest. In the contest for patronage and endowment, when their indiscreet agencies overlap, how readily it occurs to the weaker to say: I must have a separate convention to revolve about me and another newspaper to advocate my claims, while decrying the claims of my rival. After this comes the judgment.

9. It is not a question of the equal rights of several communities. If many localities try all must fail. In the Texas revolution, San Antonio said the Alamo must be defended. Travis died. Goliad said this section must be preserved. The massacre followed. The concentration of San Jacinto saved the State.

Let the convention of the people decide as to locality. Let the chosen locality pay a bonus to compensate for local advantages derived from the establishment of the college there. Then let all unite on that locality until we have at least one thoroughly equipped institution. When it is safe and its future sure then, if need be, establish another. If the first succeed, another may. but if the big ship goes down the little ones are swallowed in the vortex.

10. Special attention should be directed to the provisions in the policy of the Society for the establishment and endowment of academies in different sections as auxiliary to the central college. This meets the necessities of different sections as set forth among the commendable causes which multiply colleges.

An academy worthy of the name, equipped and endowed, affords superior educational facilities to the average college growing out of community wants, and not the result of general combination and co-operation. Moreover, the auxiliary feature establishing relation with the college systematizes and unifies the educational work of the denomination in any given State, thereby enabling it to compete with the power of State education as unified and controlled in its high schools and university.

11. Finally, while it is conceded that Baptists, more than any other people, emphasize individuality and church independence, and hate hierarchies, monopolies and undue centralization, yet let it be ever earnestly and respectfully submitted, that voluntary co-operation for the accomplishment of necessary undertakings beyond the scope of the individual and the single church, is not bossism, not popery, not monopoly, not hierarchy.

Our independence is our glory or our shame. If we insist upon

it to an extreme, all our force becomes centrifugal, and we fly off at a tangent into powerless atoms of disintegration. But if by love and voluntary co-operation we maintain the centripetal force, the centrifugal is not destroyed, but the two united as in nature, keep us ever moving, but moving ever in an orbit of unities.

## THE ACADEMY: ITS PLACE IN THE EDUCATIONAL SCHEME.

ADDRESS OF PRINCIPAL D. W. ABERCROMBIE, WORCESTER, MASS.

After observing that public sentiment is undergoing a healthy change favorable to academies, that the Christian academy supplements the Christian home as a nursery of piety, and that the academy is an important and necessary source of ministerial supply, Principal Abercrombie continued as follows:

The great mission of the academy, in distinction to that of the college and theological seminary, is to bring the first grade of our institutions for higher learning within reach of the masses. Its dragnet is of ample scope, and gathers in from more varied and extended areas, because it is less removed from the great body of the people, is more within their reach, is nearer their sympathies. The academy is the stratum in the successive layers of schools next above the people, and so has more points of contact with the people than higher grades have. The bad adjustment of our present arrangement is in neglecting to establish firmly the academy, and largely accounts for the slender attendance on many of our higher institutions. Endowments, learned professors and apparatus are necessary for these, but, when they have them all, there is slight chance for work unless the recitation benches be tenanted. We need no more schools of theology and colleges at present, but there is a need that those we already have be strengthened through the agency of the academies that feed them. The law of proportion has not been observed in our present adjustment. It is our plain and imperative duty now to regard this law, and to endow properly and to equip with every facility for the best work our academies. Then will the leaven work upward through all the strata of our educational system. Suppose that from this time on we should begin at the right end of our work, and broaden the foundation instead of the apex, and that we should strengthen our academies in proportion to the needs of our denomination, and in proportion to its wealth and numbers; suppose the money and sons as well as the prayers and sympathy of Christian men and women should be poured in upon our academies. Within five years there would an incalculable influence for good go up from our secondary schools

bles and strengthen the colleges and seminaries, flow over into the churches, and then again in that returning tide that marks the true dual action of every right force, sweep back again a wave of blessing to the schools themselves. There is something more than accident in the general revival of interest and return of prosperity of academies. The law of rhythm in nature finds expression in the gradual and steady return to the academic system.

The ardor for high schools which swept over the country a generation or so ago is cooling somewhat in New England, because the high school has been only partially successful. In what respect has it failed? Surely not in multiplied appliances for meeting diversified requirements. Liberal municipal appropriations have secured in many instances an unusual degree of perfectness in the technique of work. But good as technique is, there is something vastly better, which may be had along with technique, to which the high school is not adapted from its very conditions to secure. It is very doubtful if the projectors of our public school system, with all their wisdom, expected it to be a perfect system, despite its wonderful flexibility, so suited to our American genius. Some limitations to their admirable scheme must have been at once apparent to them, and experience has disclosed many others. Surely none could have been so forcible as the difficulty of training youth in ethical and religious matters. Where the high school is weak, there the christian academy is strong. The drift is toward the academy and its patriarchal plan of the religious family and its head, because in the academy the heart and conscience are trained, and the whole boy educated, not mind alone, not body alone, but mind, body and soul. So long as the soul informs the mind and body, so long will any system of education that fails to discipline that from which all else proceeds be fatally weak. There can be no other so serious mistake. All other excellencies with this omitted, would leave the system irretrievably faulty.

It is truly said that mere intellectual culture does not affect the conscience. There are great racial proofs of this, as well as instances of it in the lives of individuals. The difficulty in living rightly does not consist in not knowing what to do, but in not doing it when known. Just here lies the value of the training given in the christian academy. The conscience is educated along with the mind, and the rightness of life is shown to be in conformity to a known and invariable standard—that standard being the life of Jesus Christ.

The academy has other points of unquestioned superiority to the high school. It creates and maintains a high and independent, free and inquisitive spirit of scholarship among its instructors, and thus tends to produce teachers who will not continue in the rut of conventionalism in methods, kept there by the coercive force of semi-political school boards. The good is conserved, the faulty is rejected, even though it be hoary with age. This fresh, elastic, liberty-loving spirit of true learning, is quick to strike a sympathetic response from the pupil, engage his attention, fire his enthusiasm and gain a devotee to sound learning.

Again, the academy is ever standing with outstretched hand, extending the torch of learning to the isolated boy in the dusty workshop or remote farm, in whose breast the desire for an education has not been smothered. It stands at the entrance to the Temple of Knowledge. None may cross the temple's threshold and enter its doors to offer the devotion and homage of their lives at learning's sacred shrine except they first pass through this outer precinct. Here the heart of the youth is first fired, here his ambition is first stimulated, here his gaze is first directed to those dizzy heights which none may tread whose hearts have not been trained and disciplined, whose pride has not been banished, for in the pure upper realms of knowledge only the truly wise are found.

The distinguished president of Clark University, in Worcester, Massachusetts, once said in my hearing, that the crying need of our country to-day in education is for men "who can work along the frontiers of knowledge." But, before a man can thread the trackless maze of knowledge in his effort to "blaze the way" for those who follow, he must first have conceived the generous impulse necessary to sustain him in what will prove a toilsome way. The academy works at just this point in the scheme of education. Its work is secondary yet fundamental; it must precede all, it must underlie all. The academy stands for accuracy, patience, enthusiasm in study, that the boy may receive the initial training that will fit him to become a pioneer in knowledge.

This paper so far has dealt with the need there is of academies, their aims, and the reasons for establishing and maintaining them. There is, however, a practical question of business that runs parallel to any such discussion. Granting that we need and should have academies, it is a matter of material concern to know in what the proper equipment of an academy consists and what such an equipment may cost.

Human institutions that possess the elements of permanence are not the growth of a day, but, like all the best results of man's thinking and man's endeavor, come by patient experiment, broad comparison and often by painful experience. Before an institution of learning can reach the point of unquestioned usefulness, its processes of development are quite similar to those of a human life in its movement towards soundness and symmetry of character.

The purpose of its being must be clearly apprehended and firmly established, for that alone determines the direction and scope of its activities. There will follow in due order that wise and nice adjustment of the various subtle influences that by a judicious and happy combination enter into the organic life of a successful school. The adaptation of means to ends, an acquaintance with the three-fold nature of youth, knowledge of the deep and genuine needs of the community in matters of education, so that even if the clamor is for a "stone" it may notwithstanding be given "bread;" these, and many other considerations, deep and manifold as the human soul, must be answered with some degree of wisdom, before a school for training youth can establish for itself a fair reason for being, much less a fair prospect for permanent usefulness.

What, then, must a school where boys are to be trained in sound learning and urged to a reverent life first possess? The initial impulse, the first strong current of life, giving the directive tendency, establishing the trend of school life, must be found in the teacher. He must be a man of God, reverent, inspirational in power, strong in individuality, with that large, fecundating quality of mind, that fructifies the life of his pupil, unswervingly honest in the broadest sense, wise, resourceful, paternal, kindly.

The teacher's life is both priestly and pastoral, and he falls far short of the highest conception of his work, who does not find constant opportunities to suggest the true aim of life, to strengthen the halting purpose, and direct his pupil's attention to the gracious person and holy life of the Savior. These words are found in the catalogue of the Worcester Academy, having several years ago been taken from one of my annual reports to the Board of Trustees. No man has a right to be in a teacher's chair in an academy who has not this view of his profession, whether he be principal or assistant. With these moral and spiritual qualities should be found scholarship, broad, fresh and accurate, a mind hospitable to truth,

a genius for teaching, a quality so often lacking, an enthusiasm for his subject, versatility, nerve, and finally, that power of leadership in intellectual things that quaint old Thomas Fuller in his *Holy and Profane State* calls so vividly the masterful quality.

I can conceive of no position where a man's nervous nature is touched at more points, where calm wisdom with ready and decisive judgment, courage of the highest sort with patience, and the other passive virtues, so difficult to practice, are so constantly in demand as in our academy, where hundreds of young, alert, vigorously ambitious minds form the teacher's daily environment, are his constant companionship. Woe to the spiritually barren, intellectually impotent teacher, or the the teacher of self-centered selfishness and unresponsive and unsympathetic nature! What a blighting curse falls from his life upon the plastic, sensitive young lives that are his high trust!

The *teacher*, in all the fullness of the most regal endowments that can crown a man, is the first and chiefest equipment of a Christian academy. Of course, you say, why develope at length so obvious a truth? For the very reason that obvious as it is, there is no more common or fatal mistake than the ignoring of this great fact. There are teachers and teachers. Cheap men can be hired at a cheap price, and good men only at a good price. Experience, however, with inexorable regularity, proves that there is no teaching that is so expensive as poor teaching. The hatred for study and education, caused by the bungling teacher, the dumb voice of ambition for the high things of the soul that has never found utterance and broken into tuneful music like Memnon's statue of old, because of the uninspired soul of him who should touch the young life into a love of the morally beautiful, the cramped, distorted minds of ill-trained boys and girls—all of these pitiable results of moral and intellectual stupidity of many so-called teachers, are all too frequently met with. Never shall I forget with what righteous indignation and fervid vehemence, with his fine gray eye flashing with ill-suppressed anger, did the venerable Dr. Robinson of Brown University, once remark to me, "I wish, sir, all poor teachers had one neck, and that neck were in my hand. I would know what my duty was, and I would proceed to do it." The grim inference was easily drawn.

The high qualities of heart and mind I am insisting on are rarely met with, are eagerly sought for, by the wise, and must be

obtained at a seemingly considerable cost. I am willing to make the proposition after nearly twenty-five years intimate acquaintance with the best schools of New England, that no academy with from one hundred to two hundred pupils can be vigorously and safely conducted with less than a quarter of a million dollars endowment, the interest to be devoted to the teachers salaries alone. This, far from being an exaggerated statement, is only cold moderation, huge as this sum may seem in comparison with the actual endowments of all our denominational academies. This sum would yield at present rates only about \$12,500 income, and would be all too modest to maintain a corps of the best teachers in an academy, where the best teachers should always be found.

Next to the teacher the academy should have the very best material equipment in buildings, apparatus and grounds. The scientific spirit of individual investigation, experiment, comparison and generalization is informing every department of knowledge to-day. The natural sciences can no longer be learned *memoriter*, as they once were from a text book. Those days are forever gone. No less, within those limits imposed by the nature of the subject, does the inductive method control the wisest work in language, whether classic or modern, history and philosophy. The scale pan of the chemist, the appliances for fine measurements, of the physicist, the exact literary apparatus of the student of grammar and philosophy, have superceded the older methods and instruments, and by as much more as they are exact and delicate, by so much more are they valuable and expensive. The laboratories where such pupil experiments, observes, collects data, infers laws, arranges facts in logical order, are absolutely necessary. Libraries, not only for immediate reference, but for large and free collateral reading, must be found in a well-equipped school. Libraries, too of the freshest, most recent and authoritative books, for, in natural science, especially, to-day's proposition is the exploded theory of to-morrow.

Not only should these full facilities for the technical work of the student be found, but there should be wise provision made for his physical and hygienic welfare. The ample playground arranged suitably for foot-ball, base ball, tennis, and general track athletics, as running and walking, should be offering constantly to the tired student the invitation for recreation and physical refreshment, that the old worn out tissue may be replaced with new, through the



action of vitalized, oxygenated blood. The regularly equipped gymnasium must exist in the school where hard intellectual work is to be done. Not a barn-like room with heavy weights and other apparatus to strain and disable a man, with no ventilation, no steady temperature, no ready bath to remove the scarf skin induced by the sweaty work of the young athlete, but with such a graduated and required system of light gymnastics that all the muscles and parts may receive due training, and that symmetrical development may be attained, that the true end of all physical culture may be reached. *Mens sana in corpore sano*, says the Latin, the sound mind in the sound body. "Practice bodily exercise for good health, not for brute force," says Aristotle. These wise voices of the ancients, smothered in the unnatural ages of asceticism, are once more ringing in our ears, with the healthful meaning read into them by a truer christianity, and well may we give heed.

Such a plant as I have in mind would cost another quarter of a million dollars. Teachers, buildings, laboratories, libraries, apparatus, playgrounds, and gymnasiums are expensive. So they are. But what the teacher has to do with is precious—very precious. "The life is more than meat and the body than raiment." "What shall a man give in exchange for his soul?" "God so loved the world that he gave His only begotten Son that whosoever believeth on him should not perish but have everlasting life." How impressively these words fall into our hearts, freighted with infinite wisdom, charged with divine love, abounding in the perfect generosity which the Heavenly Father entertains towards His earthly children. How mean and meagre is our estimate of the human soul, if we measure it by the efforts we put forth to save it! Shall we weigh the material against the spiritual? Shall we forget that it is the spiritual and unseen that give the material and seen their only and real value? The academy, the enlarged christian home, the spot where the christian life may begin and be perpetuated, the place where the holiest choices in life solicit the generous spirit of youth, the *palaestrum* of the soul, where the inspiration and power to resist evil may come to a boy, the pharos sending its pure flashing light into the dark places of a boy's life, inviting to learning and goodness, the prop of the church where godly youth are trained for its sacred calling, the source from which the college and university are to receive their keenest and best disciplined minds, the school where men and women may be educated in all that enters into the most catholic notion of christian citizenship.

Would that the power were mine to sketch for you the outline of the ideal academy as it breaks upon my heart and mind from time to time, inspiring and leading me on. Then would you feel as I do, an imperative command to press to its establishment. Deep emotion is mine as with you, christian men and women, gathered from almost every state of this great Union, we discuss the cause of christian education here in my native State to which I have returned after twenty-six years absence. How perfect and broad is that patriotism that leads us, as we come from our remote homes, to counsel together for the welfare of our children and our children's children, to whom God has given in precious heritage this great land.

May we be given wisdom, wisely, and rightly, and broadly, to measure the great opportunity that is ours, that we may transmit purified and enlarged what has come down to us from the fathers.

## SOME FEATURES OF AN IDEAL UNIVERSITY.

ADDRESS OF PRESIDENT W. R. HARPER, PH. D.

MR. PRESIDENT AND GENTLEMEN:

To speak on any subject of the phase of education—Christian education—at any time, or in any place is a privilege. To speak at *this time* when that which three years ago would hardly have been dreamed of has become not a possibility, nor a probability, but a genuine reality; and in this place where College and Seminary Presidents, College Instructors, College Trustees are gathered in hundreds is a privilege doubly great. And the privilege accorded me this afternoon is all the greater since at your request, I am to speak of a specific work; a work which to all American Baptists as they themselves have testified is near and dear; a work which they and I cannot but believe God has called me to conduct. If there were anything which might make the privilege seem *still* greater it is the fact—for brethren it *is* a fact—that this work, this University of which I am to speak is *your* University—not the University of Chicago, nor of Illinois, nor of the West; it is the University of American Baptists founded by their national society, established by funds contributed from every State, to be controlled by them, to do work for them. There may come a time when every geographical section of our country shall have such a University; until that time comes the University of Chicago must serve so far as concerns strictly University work, not only for the West but for the Middle States and the South.

But brethren, let me be honest with you and confess that in spite of your cordial welcome, in spite of the kind words you have spoken and the great interest you have manifested I undertake the task assigned me with a feeling of real embarrassment. Do you ask me why? I am embarrassed, seriously embarrassed because I a young man stand in the presence of men some of whom have been heads of institutions during more years than I have lived. I have no business to address *you*. It is from age and experience that wisdom comes, not from the visions of a youth. I am embarrassed because the thoughts I am to present are at least some of them in some sense new thoughts; the plans, new plans. The

scheme, if you will permit me to call it such, is—let me say it frankly—still a *scheme on paper*. It is of course to some extent experimental. As I briefly unfold it you may say in all justice, *it is still to be tried*. Ten years from now if you live and I live, and these experiments have proved successful I can speak without embarrassment; but it is not so to-day. My embarrassment in this particular I ought to say is somewhat relieved by the fact that the propositions to be submitted to you have after all been fairly tested; that they have been received with general favor by educators and by the press, and that they have commended themselves to the wise men whom you yourselves selected to be the trustees of the University. I am embarrassed, and here I am very anxious to be rightly understood, because of a certain feeling which has just begun to show itself in reference to the possible future relations which may be sustained by the University of Chicago to the Baptist educational institution of surrounding States. I cannot forget that among those whom I address there are men whose entire lives have been devoted to the building up of certain well-known Colleges, and that the establishing of a University with an endowment of millions may seem attended with danger to the best interests of these Colleges, even though they are located at some distance from the University. I appreciate this feeling; it is not one born of selfishness; it is a natural feeling, and indicates the depth of the affection the man who entertains it feels for the work which with divine help he has accomplished. The knowledge of the existence of this feeling embarrasses me; and yet I believe most devoutly that time will show that not a single College, not even Kalamazoo—which is nearest Chicago—will be injured; not a single College, not even a California College which is farthest away that will *not* be helped. You, I am confident, will appreciate my embarrassment; and now that I have told you of this you will not think that I have forgotten either that I am a young man who should receive rather than give instruction, or that the thoughts which I present may be shown by time to be largely mistaken ones, or that the work which I am about to describe sustains close and vital relations to that in which also many of you are engaged.

In order to simplify the matter will you allow me roughly to classify the features of the University as external and internal. The classification is not a rigid one for in some instances it will be impossible to draw the line between them. It will, however, be a convenient one.

## EXTERNAL FEATURES.

1. *Location in a City:*—There is little if any doubt that the city is not the place for an Academy. Personally I consider it an open question whether the village or smaller city is better than a large city for the location of a College. All will agree that for a University with its graduate schools, law schools, medical school, divinity school and schools of engineering, the only place is the city; and it clearly follows that the greater the city the better will be the location. New York City stands first among the cities of the United States as a location for a great University; but with two Universities already established in it and with Yale, Clark, Harvard, Princeton and the University of Pennsylvania so close at hand, New York City was evidently not the place for a *new* University. The second city in the United States is Chicago; and here in the geographical center, surrounded by parks, the University is to be situated. The city furnishes a center toward which moves all higher activity whether in business, in letters, or in religion; from which go forth in manifold forms the influences which permeate and regulate the world. In order, therefore, itself to take advantage of the elements which only a city can provide in order to shape those elements and to develop them in the best interests of God's kingdom and in the needs of humanity, the University is located in the city.

2. *The University Co-educational:*—I would not be honest with you were I to conceal the fact that all my feelings have been opposed to co-education. My own work has been done thus far in institutions open only to men. It would be difficult to persuade me that anything else than a miracle of God could make it possible or, if possible, wise, to introduce co-education into the institutions of New England, *e. g.*, Yale and Harvard. Under present circumstances it would be a great calamity to the cause of education. How far the same might be true in the South I do not know; but certainly the case is wholly different in the West. Oberlin and the University of Michigan have demonstrated beyond a doubt the feasibility of co-education. In a new institution untrammelled by traditions, and with the flexibility which it is hoped will characterize the University of Chicago, there seems to be no possible doubt that co-education will be practicable. At all events the matter has been decided. The charter admits persons of both sexes on equal

terms. The desire of the founders and the requirements of the charter will be carried out in the letter and in the spirit.

3. *The Work of the University continuous*.—The University year will be divided into four quarters continuing twelve weeks each, there being a week between the close of one quarter and the beginning of the next. The institution having opened will thus practically never close. The summer quarter, beginning July 1st, will constitute a strictly new feature of University work. The advantages of this plan are obvious. By working through the summer months it will be possible for men to complete the University course in three years instead of four. By this arrangement there is afforded an opportunity for professors in smaller institutions, teachers in academies and high-schools, ministers and others who cannot now attend a College or University to avail themselves of the opportunity of University residence. The number of those to whom the door is thus opened is very great. Professors will not be compelled to take their vacations in the summer, but may choose in preference a winter, fall or spring quarter. The University will be able to employ, besides its own corps of teachers, the best men of other institutions in this country and in Europe, at least during the summer quarter. The University plant, costing millions of dollars, will be used during the entire year rather than through three-quarters of it. If it is objected to this arrangement that the health of the student will not permit continued work, it may be said in reply that the student will not be allowed to study four consecutive quarters without a physician's certificate that he may do the work of the fourth quarter without injury to his health. And while the objection might hold good in certain climates, it is believed that the climate of Chicago will make possible what otherwise might be deemed impracticable.

4. *Concentration*.—One of the greatest evils of the present College system is the tendency on the part of the student to multiply subjects. It is not uncommon in many institutions for the student to be pursuing at the same time six, seven or even eight different courses. It requires little thought to show that such a system in many ways is injurious to the student. He cannot become interested in so many subjects at one time, nor can he do thorough work. It is impossible for any one subject in so large a number to produce upon his mind anything more than a passing impression. Two subjects—at the most three—are all that any

student should be required or permitted to take, and in the case of these one subject should receive special attention. Concentration will be secured by classifying the various courses as Majors and Minors, a Major calling for nine or ten hours of class-room work each week, a Minor calling for four or five hours. By dividing the quarter into two terms of six weeks each and limiting the work of the student to a Major and Minor, each continuing six weeks, the student will be enabled to throw himself enthusiastically into these subjects and thus accomplish in six weeks, reciting ten hours a week, one-half more than can be accomplished in thirty weeks, reciting two hours a week. The principle involved has been thoroughly tested in various departments of study, and the result has always been the same, *viz.*, greater interest on the part of the student, much more and better work accomplished. Nor is this plan of advantage only to the student. The work of an instructor in the institution will be limited to one Major or two Minors, and thus the good results of concentration secured for him as well as for the student. Some of the minor advantages growing out of this plan are as follows: (1) It provides for the loss of time of students who become sick, without either injury to their health or detriment to the subject studied; (2) It makes it possible for students to enter the University at several times in the course of a year rather than at one time only; (3) It encourages in the most simple and practical way the work of original investigation from the very beginning of the student's work; (4) It makes it possible to avoid the necessity of retaining instructors in the institution when they have shown themselves unfit; (5) It will secure a greater degree of intimacy between instructors and students than can be obtained by present systems.

5. *The Work of the University Comprehensive*:—This will be seen at once from a study of the general plan which includes: (1) The University Proper with Academies owned or affiliated, situated in different parts of the country; Academic Colleges located in Chicago, and also conducted by affiliation outside of Chicago; University Colleges, non-professional graduate schools and professional graduate schools; (2) University Extension work including regular courses of lectures delivered at points in and about the city of Chicago, evening courses in College and University subjects in and about the city of Chicago, correspondence courses in College and University subjects for students residing in all parts of the

country whose circumstances do not permit them to reside at an institution of learning during all of the year, special courses in a scientific study of the Bible in its original languages and in its translations, library extension in connection with the preceding forms of University Extension work; (3) University Publication work of which I will speak later.

6. *The College System*.—In this country the higher institutions of learning are practically all of one type. There is little, if any, variation. It seems certain, however, that there is room for improvement. It is believed that the work of the Academy should be strengthened and broadened, and that, therefore, the high requirements for admission peculiar to certain Eastern institutions should be adopted also in the West. A sharp distinction should be made between the early College work and the later, and to this end the first half of the curriculum ordinarily known as the work of the Freshman and Sophomore classes will be designated "Academic College;" the second half known as the work of the Junior and Senior classes will be designated "University College." The line between the "Academic" and the "University College" will be definitely drawn. This is intended to prevent the attendance upon the same course of study by men of different maturity; to secure to every student, even in a large institution, all the advantages of a smaller College. Each "Academic" and "University College"—eight in all—being organized with its own Dean and Faculty; to permit the use of stricter methods of instruction and discipline in the "Academic Colleges," and of more liberal methods in the "University Colleges;" to afford an opportunity to men from other institutions to do work in their Junior and Senior years more distinctly of a University character. With four general Colleges, *viz.*, those of Liberal Arts, Literature, Science and Practical Arts, thus divided to make really eight distinct Colleges, each organized as indicated with its separate Dean, it will easily be seen that the advantages which hitherto have been peculiar to smaller Colleges may now be enjoyed by a large institution. It is understood that "Academic College" work is necessarily local in its influence. "Academic Colleges" will be conducted at Chicago for the benefit of the local constituency. The University, however, will devote its energies mainly to the "University Colleges" and to strictly University work, leaving the "Academic College" work to be accomplished in large measure through smaller institutions.



7. *Residence and Non-Residence*.—There are thousands of men and women desirous of an education who are unable to reside at a College or University during the entire time of College work. Some provision has been made for this class in an unsystematic way by certain institutions. The University of Chicago will undertake a specific work in this line, believing that the time has come for help to be rendered this large class of individuals. Correspondence courses in all departments of the University will be established as a regular part of the University work, and non-residence work may be substituted for residence work provided that (1) the non-residence work shall be performed under the direction of a professor or teacher in the University Extension division of the University and as a full equivalent in amount and character for that for which it is substituted; (2) A satisfactory examination shall be passed upon the same at the University; (3) The amount of non-residence work offered for any degree shall not exceed in quantity or equivalent of time the amount of residence work performed.

8. *Affiliation*.—In the smaller institutions in which classes of ten to twenty are graduated each year, the cost of providing instruction for the two upper classes is or ought to be three times as great as that for the lower classes. In these institutions the number of students in the two upper classes is about one-sixth the total number of students. It will be remembered that in nearly every case the preparatory department with large classes is reckoned in connection with the College. Few of the smaller institutions in the West and South have a sufficient income to do satisfactorily more than the work of the preparatory department and that of the two lower classes of the College. One-half to two thirds of the income—though at best small—is employed for the instruction of one-fifth or one-sixth of the students. Not only is injustice done to the upper classes because adequate provision is not furnished, but also to the lower classes because money which should be employed for their instruction is used elsewhere. To do properly the work of the Senior and Junior classes for even a small number of men in any institution will require the income of at least three hundred thousand dollars. Recognizing the utterly false economy of the present arrangement, the University of Chicago invites Colleges to enter into an affiliation with it by the terms of which the work of the upper classes shall be done for the affiliated College at the University of Chicago. It is not possible here to indicate in

detail the terms of affiliation. It is sufficient to state that the President and professors of the affiliated College would become officers of the University; that to them would be given as much control in the shaping of the general policy of the University as to any equal number of professors doing work at Chicago, that the affiliation would be temporary and not permanent, continuing only during the good pleasure of both parties; that it would be flexible making allowance for all the demands of the locality in which the affiliated institution is situated. Such affiliation would secure for all the institutions entering into it a higher standard of scholarship, better salaries for professors, broader ideas of education, greater stimulus to instructors and students. Its spirit and purpose will be that of friendly co-operation and unity of action. There is in this plan no centralization of power, no swallowing of the weaker by the stronger. The University recognizes that its strength will be increased in proportion as the Colleges of the surrounding States become stronger. Its aim is, therefore, to strengthen those Colleges and thus lift up the standard of education in the West and South. It is a fact not without interest that the Colleges of several States are already in negotiation with the University with a view to affiliation.

9. *University Extension*.—The example of the Universities of Cambridge and Oxford is rapidly being felt by American institutions. The University Extension idea is no longer a new one among us. Its single purpose to bring scientific knowledge in popular form to the notice of the people is to be the great idea of education during the coming century. I have already indicated in brief outline what it includes, the work will be done not only by instructors and professors of the University but by special extension, lecturers and teachers and by foreign professors and lecturers. It is said that in the city of Philadelphia during the past year 50,000 people have been connected with University Extension courses. There is no reason why in the city of Chicago this number may not be doubled, but time forbids any expansion of this subject.

10. *University Publication*.—It is sufficient to say that one of the three great divisions of the University work will be that of publication. This will include, besides the printing and publishing of the University bulletins, catalogues and other official documents, the printing and publishing of special papers, journals, or reviews

of a scientific character prepared or edited by instructors in various departments of the University, and the printing and publishing of books prepared or edited by University instructors. Special appropriation will be made to this end. I need not dwell upon the advantages. Both students and professors will be encouraged to do original work, and through this work thus published, aid of a scientific nature will be furnished many departments of knowledge.

#### INTERNAL FEATURES.

1. *Unity*:—Unity of purpose and of executive administration is essential to the best success of any business. It is essential also to the success of an institution of learning. A study of many of our larger institutions will reveal the fact that there is little or no unity in their management. In the University of Chicago this will be secured by three sets of officers: (1) *University officers*, such as Examiner, Recorder, Registrar, University Extension Secretary, each of whom will assume responsibility for the work of his office in every department of the University; (2) Deans, of whom there will be eight for the Colleges, and one each for the professional and non-professional graduate schools, thus specializing the responsibility for discipline and management; (3) Heads of departments, the different departments of study, *e. g.*, Latin, Greek, Philosophy, History, on each of whom will be placed the responsibility for instruction in the subjects of his department. As an additional means of unification there will be a University Council made of representatives of all departments which shall shape and control the general policy of the University.

2. *Flexibility*:—That this will be a striking feature of the University will appear from (1) the large range of the elective principle in the University Colleges; (2) the permission accorded the student to enter at the beginning of any quarter of the year; (3) the arrangement by which the student may finish his course in three years, or be compelled to take five years, (4) the freedom accorded in the matter of vacations; (5) the opportunities offered to men and women who cannot now study in a University; (6) the possibility of making use of professors from other American institutions from abroad. The cast-iron system so prevalent is inconsistent with the best principles of education, and in America is doomed.

3. *Breadth*.—I refer to the spirit of the University. The name University will be a misnomer if any other spirit than a broad one is allowed to characterize it. There is but one thing in the Universe sacred asidè from God; that thing is truth. Searching for truth is searching for God. Investigation must not be hampered. It should be honest and sincere, cautious and reverent, but it should also be broad; and the truth wherever and however found must be accepted at any cost.

4. *Scholarship*.—The purpose of the English University system is to secure a finished scholarship. There is a danger in the German and American systems that this may be lost sight of, for a man may be an investigator or a teacher who is not in any sense a scholar. This and the following features I may only mention.

5. *Spirit of Investigation*.—In this we must follow the example of the German University. It is here that we, in America, are most sadly lacking. The fact that too much teaching has been required of instructors explains this lack in part. But we may no longer offer this excuse, the institution which does not make it possible for at least some of its instructors by investigation to add to the store of human knowledge does not deserve to be called "College," much less "University." Investigation should be as legitimate a part of the work of a College as giving instruction. And especially, in our day, should the spirit of investigation be encouraged on the part of those who believe in the Christ. This work must not be allowed to remain in the hands of those who have at heart no sympathy for that which we, the followers of Jesus, hold most dear.

6. *Practical Spirit*.—The University, it is hoped, will develop like the English and German Universities the spirit of scholarship and of investigation; it is to be desired that it will also cultivate what these Universities in any real sense have not developed, a practical spirit! It cannot be American if it is not practical; it must be American, not English or German. America has marked new lines for herself in every other direction; let the same thing be done in the field of higher education. The day has passed when scholarship shall stand aloof from the people; its spirit and its results may well be given them. Is there danger here? Yes, serious danger; but, after all, one may be scholarly and at the same time practical. It is absurd to suppose that the two are incompatible. The truth is that each will enhance the value of the other.

7. *Parental Spirit*:—One cannot forget that the critical years in the life of any individual are those spent in College. There is need of wise and careful guidance. Surely this matter has not received the attention it deserves in either large or small institutions. Many a boy for lack of a guiding hand goes to ruin. It is not espionage that is wanted but a care approaching as nearly as possible that of the parent. The plan proposed for the Colleges of the University will be simple, yet it is believed effective. Each of four Colleges is divided into two divisions, the Academic and the University College, and each of these divisions has, for purposes of discipline, its own dean. Should there be one thousand undergraduate students, there will be one dean for each one hundred and twenty-five students. There is thus obtained the great advantage in this particular of the smaller College. But further; each student according to the plan has two instructors at one time. The instructor in the Major has no other class, the thirty men whom he meets twice each day during six weeks are the only men with whom he has to do. During these weeks he is their parent and he becomes responsible for their work and general conduct. He is personally acquainted with each one, and coming so frequently into relations with them is enabled to estimate their work and regulate their conduct as, under ordinary circumstances, no instructor would be able to do. In all this he acts in connection with the Dean of the College to which each student belongs. In this manner it is believed that an influence for good will be thrown about each individual student, second in value and force only to that of the parent.

8. *Denominational Control*:—In reference to this feature I am especially anxious not to be misunderstood, either by Baptists or non-Baptists. The University has been founded by a Baptist Society. Its funds have been contributed largely by Baptists. Other denominations who have founded institutions and furnished the funds have controlled and do control their institution thus founded. I need only mention Harvard, which though not founded by Unitarians is controlled by them, Columbia by Episcopalians, Yale by Congregationalists, Princeton by Presbyterians. The University will in the same way be controlled by Baptists. Its President and two thirds of its Trustees will be Baptists. The theological instruction given will be that of a Baptist Divinity School. Could any Baptist ask for more? On the other hand, it is clear, that in all departments, save the theological, there can be no such

thing as denominational spirit or instruction. It is everywhere recognized that when we speak of an institution as for example, Baptist, we mean that such an institution is the contribution of the he Baptists toward that great cause of higher education in which all are alike interested.

9. *A Christian Spirit*:—This is the last and the greatest. If our work is not done for the Christ, better were it left undone. If in it the Christ is forgotten the work will be a failure; yea, more, a source of injury, for we are thereby arming against ourselves a most powerful enemy. If we are to succeed, the spirit of the Christ must pervade and regulate and dominate it all. The scientific men of to-day have too generally abandoned Christianity; and why? Because in these great realms of knowledge young men have worked under influences hostile to Christianity. A large number of our College men are graduated skeptics, and why? Because the Bible and true religious teaching have received no proper share of attention even in the denominational institutions which were founded to spread a knowledge of the Bible. A fearful responsibility rests somewhere.

In all and above all and under all, the University of Chicago, whatever else it may be, by the grace of God shall be Christian in tone, in influence and in work. The provisions of its charter, and the close connection of a theological department, are pledges to you that this shall always remain true.

Just one word more, and this a word to those among you who are representatives of educational institutions. The University of Chicago is your youngest sister. This sister has received gifts greater than those which have been given you. But she will never forget, that she is your sister and that these gifts are to be shared with you. Her chief desire, her *only* desire will be to elevate, to dignify, and to advance the interests of the great family of institutions in which you and she are alike sisters. Every success she achieves will help you, and will, indeed, be your success. Every step forward which you take will in turn advance her. Shall not all advance before men and before God, together?

## LIST OF REPRESENTATIVES

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OREGON—Clay M. Hill.

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VERMONT—T. J. Parry, J. H. Robbins.

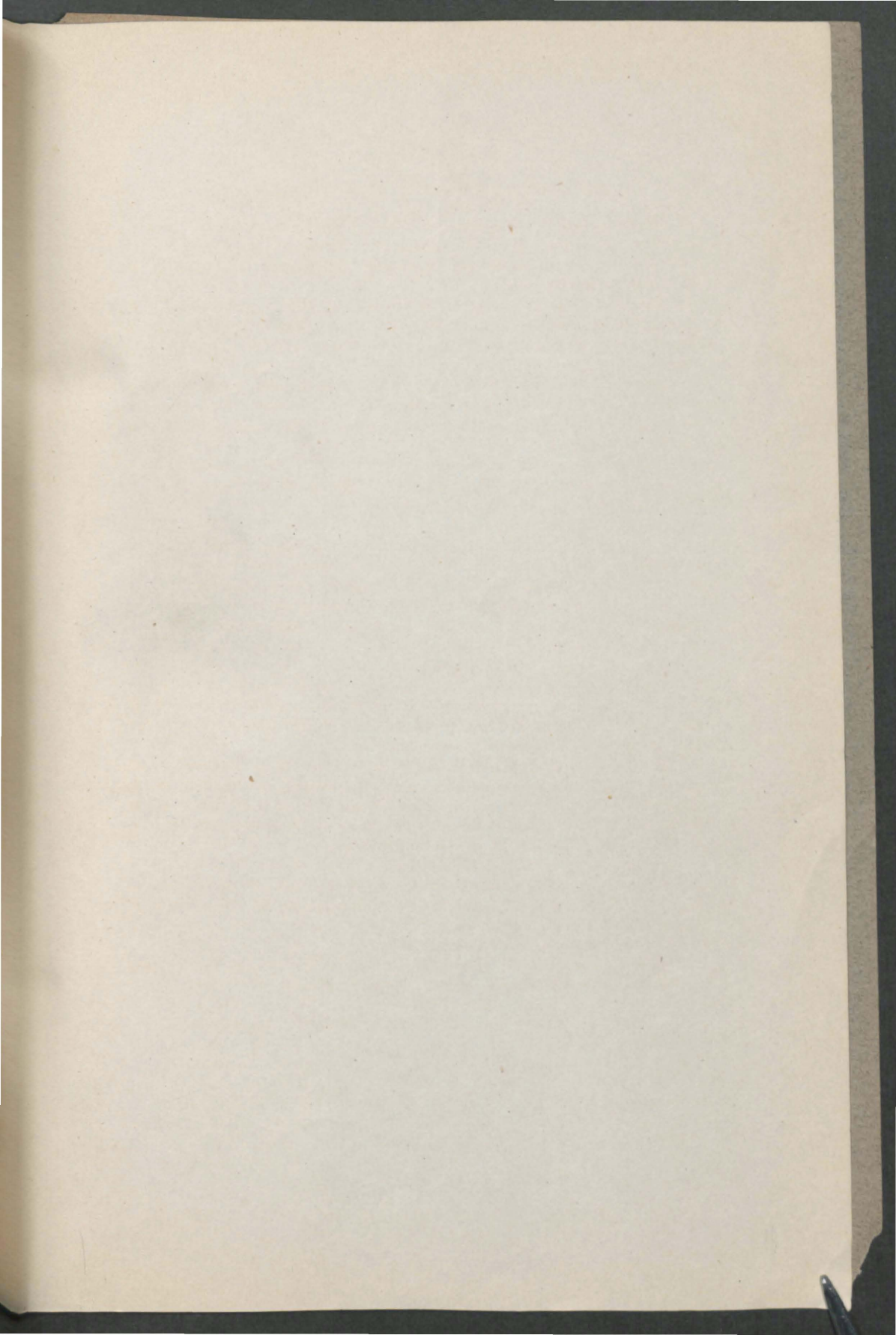
VIRGINIA—Chas. L. Cooke, H. A. Tupper, C. H. Ryland, Geo. Cooper, R. W. Pitt, J. M. Frost, W. W. Landrum, W. E. Hatcher, L. R. Thornhill, B. F. Johnson, J. T. Ellyson, C. F. James.

WASHINGTON STATE—E. T. Trimble.

WEST VIRGINIA—G. W. Folwell, W. C. Walker, J. S. Stump, L. C. Peters.

WISCONSIN—J. P. Thoms, W. P. Hellings, D. Spencer.





The following are the names of the members of the

- 1. Mr. J. H. [Name]
- 2. Mr. J. H. [Name]
- 3. Mr. J. H. [Name]
- 4. Mr. J. H. [Name]
- 5. Mr. J. H. [Name]
- 6. Mr. J. H. [Name]
- 7. Mr. J. H. [Name]
- 8. Mr. J. H. [Name]
- 9. Mr. J. H. [Name]
- 10. Mr. J. H. [Name]
- 11. Mr. J. H. [Name]
- 12. Mr. J. H. [Name]
- 13. Mr. J. H. [Name]
- 14. Mr. J. H. [Name]
- 15. Mr. J. H. [Name]
- 16. Mr. J. H. [Name]
- 17. Mr. J. H. [Name]
- 18. Mr. J. H. [Name]
- 19. Mr. J. H. [Name]
- 20. Mr. J. H. [Name]
- 21. Mr. J. H. [Name]
- 22. Mr. J. H. [Name]
- 23. Mr. J. H. [Name]
- 24. Mr. J. H. [Name]
- 25. Mr. J. H. [Name]
- 26. Mr. J. H. [Name]
- 27. Mr. J. H. [Name]
- 28. Mr. J. H. [Name]
- 29. Mr. J. H. [Name]
- 30. Mr. J. H. [Name]
- 31. Mr. J. H. [Name]
- 32. Mr. J. H. [Name]
- 33. Mr. J. H. [Name]
- 34. Mr. J. H. [Name]
- 35. Mr. J. H. [Name]
- 36. Mr. J. H. [Name]
- 37. Mr. J. H. [Name]
- 38. Mr. J. H. [Name]
- 39. Mr. J. H. [Name]
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- 42. Mr. J. H. [Name]
- 43. Mr. J. H. [Name]
- 44. Mr. J. H. [Name]
- 45. Mr. J. H. [Name]
- 46. Mr. J. H. [Name]
- 47. Mr. J. H. [Name]
- 48. Mr. J. H. [Name]
- 49. Mr. J. H. [Name]
- 50. Mr. J. H. [Name]

