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INAUGURAL ADDRESS

OCTOBER 21, 1933

(Continued from page two)

These are human and vital beings who compose this college body. They must not be content merely to live in the future; they must control it.

For more than a century and a half these college halls have housed ambitious youth. Many of them have gone far in the affairs of state and nation. They have been governors, jurists, diplomats, masters of industry and finance, bishops of the church, great doctors and lawyers, moving ministers. These are the individual jewels in the crown which the years have set upon our brow.

And there have been others—a legion of them. They must not be forgotten—the tradesmen, teachers, business men, housewives, mothers of new generations. Their names have not been so loudly proclaimed; but they are the foundation fabric, strong and well woven, sturdy in fibre and honest in workmanship, upon which has been embroidered the pattern of our civilization.

Men are no less men than they were in 1782. Today we have living witness among us as proof. Youth is no less daring, no less ambitious, no less gloriously visionary than in that time. It is our eternal business to help cherish those dreams; to stimulate and guide that daring and ambition; to extend for our students the horizons of their possibilities beyond the normal inheritance of their years.

It is a beautiful thing to dream in quiet academic shades. It is better to transmute the evanescent magnificence of those visions into the stone and steel of deeds well done and a new world well builded, as much as into the gems and gold of esthetic comforts and delights. The college-trained men and women can rule the world if they but dare to seize it and bend it to their purpose. They must be taught, trained, urged, stimulated to do this very thing.

Too often formal institutions of learning are rightly reproved for their complacency in rattling the dry bones of traditional curricula until the students' eyes are blinded by the ancient dust. We demand of Washington College today not dry bones but living flesh, actuated by the daring spirit which sees no task too big for its undertaking.

There can be nothing soothing or comforting in this challenge. Who will deny that the world of late has been rocking on its ancient roots? However far the formal education of the last generation can be charged with having dug the abyss from which we have so narrowly escaped, it is at least true that the comfortable philosophy of the rightness of **things as they are** was a silent conspirator against our security. I fear that philosophy has ruled on many a campus, and we are today reaping the whirlwind sowed by that stupid self-sufficiency.

The contrasting philosophy demands action. The resetting of our society upon firmer bases is being accomplished only by the permanent investment of lives and energies. To live, and to do so nobly, we must live daringly, labor enthusiastically, and spend ourselves to the uttermost in our devotion.

I have never preached to students of mine the comfortable armchair delights of education. There are such delights of course. But the occasional retiring scholar, the occasional cultured son of leisure and luxury—these are not the rule in America's collegiate youth. All are, rather, potentially active citizens, to be educated to the dignity of their franchise and their civic responsibilities. The young merchant must be likewise a good citizen; the young doctor or lawyer or banker must also be such. To the young housewife and mother, the added duty of her citizenship brings the demand that she be well trained for both those primary functions. To use a schoolmaster's phrase, the common denominator of all trainings, educations and professions, must, without fail, be intelligent citizenship. This is easy to say and hard to achieve; but the college or university which forgets it is a menace to the safety of our future.

What is the duty and the destiny of Washington College in this? Is it not clear? The discipline of the intellect as practiced in the classroom must be transferred to the more expansive fields of community living. The investigating eye and the analytical mind of Science's laboratory techniques must look through daily microscopes upon the shifting complexities of the social fabric. From the syllogisms of the logician must be builded conclusions in which we shall read the fates of our racial and national systems. From the fraternity of the commons-room, and from the activity of the gymnasium and playing-field must be learned the contact and the rebound, the struggle and the sportsmanship of the world of men and nations.

Naturally I am hopeful for an adequate development of our material resources here, so that we may do this important work most effectively. Our needs are apparent even to the casual eye. Much has been done in recent years; a great deal more remains to be achieved. We shall lean heavily upon our friends for this, in pefect trust that they will not fail us. I am confident that new buildings will rise in due time, and greater libraries and laboratories will serve the increasing demand of the youth who seek us out.

Within our organization here we have renewed our pledge to cooperative endeavor in a common aim. The highest development of the capacities of the individual student is our purpose. There must be no rubber-stamping. We know we are teaching not books but men, not lessons but living. Intimacy and friendliness are therefore prime essentials. The personal guidance of the inspiring teacher can mean infinitely more to the searching youth than a library full of the lore of ages. Herein lies the great claim to permanence of the small college, such as Washington is and always has been. I am inclined to think that if Washington College had, say, a thousand or more students, and finances and equipment were adequate, I should at once urge its division into smaller units for the better safeguarding of this most important element, the close personal relation between student and instructor. I am certain the college body recognizes already that there can be no permanence here for the instructor who mistakenly cultivates aloofness and difficultness of approach. To play their proper part in the induction of our youth into the more abundant life, the sciences and the humanities must be administered by teachers who are themselves humane in the best and broadest meaning of the term. For those who cannot or will not meet this measure, there can be no honorable place either here or in any other enlightened institution.

To the students I would say this word: you know the phrase and its meaning, "Noblesse oblige". There is an obligation bound up in the nobility of the intellect to which you are striving. The first duty, which you can discharge every waking hour, is to increase your capacities by constantly utilizing them to their limit. When you work, work hard. When you play, play the same way. When you think (that most difficult of human exercises), fear not to frighten yourself with the bigness of your thoughts. The world has ever been dominated by ideas, and every thought which has conquered the imagination of men has come through some human brain to its fruition. Yours need be no exception.

I dare express too the hope that the youth who pass from these portals will remember the duty which presses on us from every side, of fitting themselves as speedily as possible into the cooperative machinery of the new order in America, wherein lies our common salvation. The example of our vigorous national administration since last March is sufficient warrant for this exhortation. This is a new kind of pioneering to which we must yoke ourselves. Let us not forget that the praiseworthy "rugged individualism" of our frontier ancestors has of recent years been succeeded by a "ruthless individualism" in which were the seeds of incalculable disaster. From this we have been saved by a new philosophy which must, God willing, prove adequate to insure our future.

We are not superseding our well-founded system, from which arose our ancient greatness. The fault has been in its administration, not its ground-plan. We are learning anew the virtue of common striving for common good, knowing well that only by such willingness to work as a consecrated unit can we achieve the best and highest for the individual citizen. If our students today learn nothing else from our tuition, they must learn this.

But there is more which we must do for them if we are to achieve our highest obligation. The education of the small liberal arts college is in no sense designed to prepare its students for immediate entrance into the professional world. They must be well prepared to continue in the more specialized fields of the professional graduate schools. I am delighted to find an increasing number of our alumni doing this. And for those who can not do it, or are not so inclined, our training must make of them the intelligent citizens I have already described.

The century-old tradition of Washington College is to be maintained at all cost and effort: the instilling of high ideals of character and integrity; the maintenance of the highest type of vigorous American citizenship, with pride in the generations of true blood which courses, now more enthusiastically through all of our veins.

As our academic forebears in this place failed not to express by their lives, their allegiance to the world without the lecture halls, so today holding her place in the congress of colleges not by age alone, but by the severest measure of her demonstrated success, Washington College steps blithely upon the highroad to an even more glorious consummation, renewing her pledge, reappraising her heritage, revitalizing her body and her spirit, girding her loins to run yet more swiftly the race which is set before her.

I assume the Presidency of this College in the full certainty of her brilliant future and her glorious destiny. I join gladly the company of those whose energies and lives have been invested in her past, as mine is invested in her future.

Mr. Chairman, gentemen of the Board of Visitors and Governors, I accept the charge which you have laid upon me. Pray God that I may be worthy of the trust you impose.

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TWENTY IMPOLITE THINGS

1. Loud and boisterous laughng.
2. Reading when others are talking.
3. Reading aloud in company without being asked.
4. Talking when others are reading.
5. Spitting about the house, smoking and chewing.
6. Cutting finger-nails in company.
7. Leaving church before worship is over.
8. Whispering or laughing in the house of God.
9. Gazing rudely at strangers.
10. Leaving a stranger without a seat.
11. A want of respect and reverence for seniors.
12. Correcting older persons than yourself, especialy parents.
13. Receiving a present without an expression of gratitude.
14. Making yourself the hero of your own story.
15. Laughing at the mistakes of others.
16. Joking others in company.
17. Commencing talking before another has finished speaking.
18. Commencing to eat as soon as you get to the table.
19. Not listening to what any one is saying in company; and
20. Not being prompt at meals.

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