I am honored by the presence of so many distinguished visitors. I am impressed by the attendance of this audience, so large and sympathetic. I have been deeply touched by the gracious words of the President of The City College and the representative of Hunter College. These two institutions laid the foundation of Brooklyn College and laid it well. The Invocation of Father Duane, the words of our Chairman, Mr. Kiwer, and of Dr. Cooper of the University of the State of New York, the tribute of Dean Bidersee, the address of Bernard H. Stern, all moved me by their eloquence and their evident sincerity. I must call attention to the perfection of the arrangements for this occasion, so ably carried out by the Committee of Marshals under the leadership of Professor Breithut.

My election to the high office of President of Brooklyn College has given me a feeling of gratification at the signal honor bestowed upon me. I am conscious, too, of a sense of awe at the grave responsibility to be assumed. In becoming president of a long-established institution, one has the advantage of tradition to aid in its guidance. But in taking the helm where the college is yet to be developed, one sets out,

in a sense, to sail uncharted seas. Ours, then, are the joys and the hazards of the explorer. In this high adventure we are encouraged and stimulated by the achievements of our two sister colleges, whose aid and cooperation have been as constant as they have been generous.

The Ideal Defined

Our ideal is a college of liberal arts and science, truly liberal in every sense of the word. We wish to maintain an intimate and living sense of the past, the past of our country, the past of the entire civilized world.

Attitude toward the Present and Future

Yet we set our face forward. We will strive to develop a college with a keen sense of the needs of the present and the aims of the future. From its early experiences in the midst of the busy activity of downtown Brooklyn, the new college will carry away to its permanent home a living consciousness of contemporary demands
and problems, a determination to share in that type of higher education which is eager to be an integral part of the community in which it functions. Yesterday's traditions shall not blind us to today's questionings and to the world's anxious hope for a better tomorrow. Above all, we shall strive to inculcate the lesson that in order to attain that richer, more inspiring tomorrow, the community must enlist its best intelligence, its highest ideals, its most practical and realistic talents.

In the scientific field we shall labor to nurture and develop promising abilities and guide them in the way of social usefulness. The abstract foundations must be well laid. Mathematics is the open sesame of modern science. The love of truth in and for itself, the enjoyment of the intellectual process, is fundamental to even technical advance. The physical and biological sciences are best served by the detached attitude, objective yet forceful, careful and conservative, but at the same time daring in speculation and experiment. Yet, knowledge alone will not make leaders of men. There is, after all, no such thing as an isolated fact. Until the fact has been colored by emotion, until it has been born of the spirit, it has not the breath of life in its nostrils but is a dead and of no service to humanity. Intelligence demands more than facts. It demands a lively understanding of an idea as a section of life viewed as a whole, as a bit of the heart's core, before it can function usefully in the universe. Intelligence is spiritual before it is physical, and the spiritual and the physical must meet and blend before either fulfills its mission.

The social sciences touch the contemporary world at many vital points. In this depression we have suffered great material losses. Suffering and want have followed in the wake of these losses. Perhaps some chastisement was due us. The golden calf has been an object of worship before our day and it has proved itself a fickle deity. It is true that progress in the arts rests on a foundation of material well-being
but unfortunately we have been enlarging these foundations out of all proportions to our moral and intellectual superstructure.

The depressions all too frequently visited on us, are in large part due to the many imperfections in economic practices. Brooklyn College will strive to acquaint students with the nature of economic problems and the steps which have been proposed as a solution for the material ills of the world.

We must play our part in the reconstruction of the economic world. The social scientist, the engineer, the business man can aid us. We have, I am sure, the intelligence necessary to evaluate these causes, to assay suggested reforms. Have we also the energy and the conscience needed to make our ideas function in the practical world? There never was a time when vision, and courage to follow vision, were more urgently, more passionately needed.

Courage is needed, also, to practice tolerance in the field of social science, full as it is of conflicting opinion, of undefinable elements, of unverifiable biases.

We need tolerance for those clashing points of view, whose climax is truth and a happier social adjustment. We of Brooklyn College dedicate ourselves to the development of the open, tolerant and inquiring mind.

Such is our dream, but these aims are already more than a dream. They are even now in process of becoming reality. Each passing day adds substance to our aspiration, as the college equips itself the better to meet the needs of its growing student body. Our recently-framed curriculum is a token of our ideals. It is a rich and well-organized arrangement of required and elective courses, reaching from the elements of science and literature to the higher levels of research and independent scholarly activity. The curriculum rests firmly on the traditional disciplines and equipments but is sensitively attuned to contemporary interests and sympathies. It is a flexible list of courses. Its framers were fully aware of the fact that we live in a world of change, and they left ample room for self-development, for progress.
Brooklyn College has a faculty well-grounded in the subject matter of the various specialties and informed in the proper methods of presentation and of arousing interest; a faculty that feels an intimate kinship with the student body. Brooklyn College hopes to attract in the future additional scholarly teachers. It strives to become a haven of creative scholarly activity as well as of effective teaching. We have conquered our initial obstacles. We are now a full-grown college. We face the future with confidence and hope and courage. Brooklyn College will be worthy of the city and the borough which gave it being. The citizens of Brooklyn will find just cause for pride in the growth of the college and in its accomplishments, and I have every hope that the City of New York will treat its new college with the generosity and affection it has shown to the two older municipal colleges.

Free Higher Education

These free colleges are now the subject of much public discussion. To what extent, it is asked, is the City obligated to furnish free college training? To the extent, I answer, that the returns warrant the expenditures. The judgment of the people of this City and that of educators in the city since the launching of free higher education and ever since has been that higher education at the public expense has more than repaid the city's support, whether such returns are viewed from the practical, the intellectual, or the spiritual point of view.

The City College, oldest of the three institutions, is an outgrowth of the Free Academy of The City of New York. The citizens of this city voted, in 1847, on the question of whether or not this Free Academy should be founded. The results were overwhelmingly in the affirmative.

I quote from an editorial in the New York Herald of that year: "we see this temple about to rise, upon a steep it will not be 'hard to climb'; and whose pantheon will one day contain the monuments of many an illustrious man - many a benefactor to the race - many a good and noble citizen, whose career began, and whose best attainments and most abiding principles were attained under its dome and around its altars."
These high hopes were not disappointed. The achievements of free higher education have been an inspiration to the city generation after generation. City College has repaid its debt a hundredfold. It has given instruction to tens of thousands. It has given the opportunities of a free higher education to all the sons of the city who were capable of benefitting by it — all the sons of the city, whether well born or humble. It has looked to scholarship, not to social standing. Today it is a college whose fame is world wide. Hunter College has had an equally distinguished career. It has presented the city with many of its best teachers. The graduates of these two institutions are outstanding leaders in many walks of life, in all the professions. Were it not for the supreme wisdom of the city in founding the Free Academy and thereafter whole-heartedly supporting public higher education, thousands, nay tens of thousands, of ambitious young men and women, the future hope of the City, would have been denied the advantages of higher education. Our City would today be immeasurably poorer, immeasurably less free, less happy, less loved, less respected.

Civic virtue and material prosperity keep constant pace with the spread of educational facilities and opportunities. In 1847, New York was a city of half a million in population. Today it is fourteen times as populous. The intervening expansion and progress have given New York City an ever deepening faith in the value and necessity of a free collegiate education of the soundest kind for its people. The City has a well-founded realization that there should exist free institutions of higher learning whose doors should be open to the most promising graduates of the common schools. Who shall say that this great work shall be
interrupted? Who shall turn back the clock of progress? Some prudent adjustment may be necessary during this period of temporary financial depression. But the work as a whole must go on. The citizenry of New York will not allow it to be interfered with; it is fully aware of the vital role of the colleges in training trustworthy leaders of the coming generations.

**College Leadership**

If the college would lead her students towards those attitudes which will make them trustworthy leaders, it is essential that her own attitude be sound, true and honorable. Her ways should be ways of wisdom. Her spirit should sustain the faith in those things that are of good repute. She should extend her influence beyond the realm of sense toward that greater reality of things not seen, the ever lovely things of the soul.

It is incumbent then that a college seek first the healthymind. Without health the mind is as nothing. Health of mind is preserved by right thinking, right action, right thinking again, thought and action supplementing each other in ever widening, ever more powerful circles of force to the completion of a masterful personality, a leader.

Tolerance must wait upon wisdom. Wisdom stretches her wings far and wide; her presence fills the universe and she is beyond all mysterious. It is given to no one scholar, no one institution to possess her light completely. Only when the earnest seekers gather together in harmony and sincerity each makes his contribution, does the light truly shine. The college must make welcome each seeker after truth and in patience and faith hear him through lest some precious spark be lost.

What a man thinks, that he is. The highest function of the college, the leadership of its students toward high ideals and honorable conduct. Students shall think right in order that they behave to the glory of their city and the honor of mankind. To this end their thinking shall be colored by
emotion, spurred by scientific curiosity, animated by the love of their fellows, completed through action that shall proclaim righteousness to all the world.