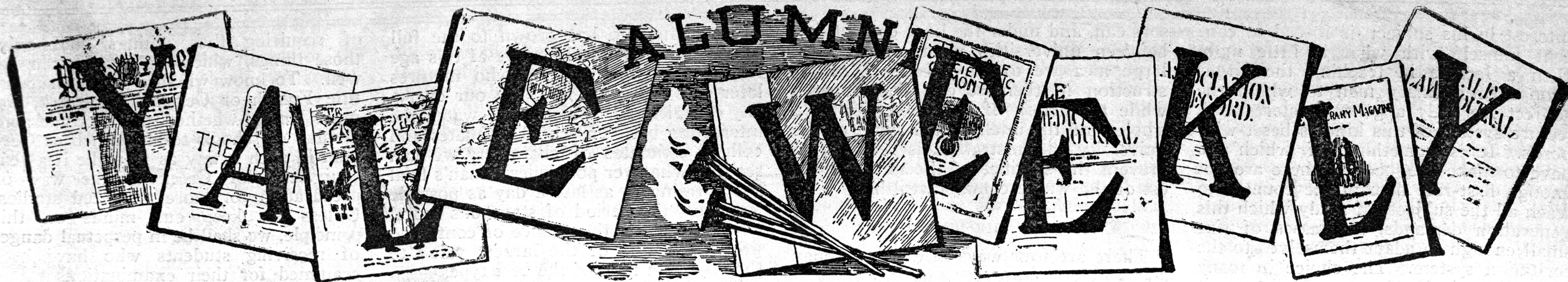
INAUGURATION NUMBER.



VOL IX. No. 4. NEW HAVEN, CONN., WEDNESDAY, OCT. 18, 1899. Copyright, 1899, by Yale Alumni Weekly. PRICE 10 CENTS.

THE INAUGURATION.

Complete Speeches of Prest. Hadley and Prof. Fisher.

As the ALUMNI WEEKLY goes to press, the preparations for Inauguration Day, including many features which were not to be announced in advance, promise a day altogether unusual in the history of Yale, and of great completeness, dignity and interest. The formal ceremonies of the day are not to shut out the display of that enthusiasm, which is the great charm of all popular University affairs. It is safe to predict at this writing that the blending of the two will be most harmonious.

The preparations for the day were given in completeness in the last issue of the paper, and the names of the guests who had, at that time, accepted the invitation, were there printed. There are some additions to be made to that list of guests as the WEEKLY goes to press, and, as it is quite impossible to make the record complete until the guests themselves are here, it has been decided to leave, for another week, this complete record. At that time this paper hopes to supplement the account of the day in such a way as to make the two papers a complete history of Inauguration Day.

The only change of importance in the preparations from that announced last week, is that, in the line of march, State Street will be substituted for Orange Street. An additional feature of interest about the preparations, is the readiness with which the officials and the people of New Haven are preparing to participate in the affair as an occasion in which New Haven, in inaugurating one of her sons as the head of Yale University, has a very deep pride. The very warm enthusiasm of the students in their participation in the exercises is to be expected, since their enthusiasm for the new President was well known even in advance of his election, and has been many times demonstrated since.

THE MUSIC.

The program of the orchestral music in the Chapel was definitely announced Tuesday morning, as follows:

Prelude from Athalia......Mendelssohn
Overture to Iphigenia in Aulis...Gluck
Ode, by Edmund Stedman, LL.D., Yale '53; Music by Prof. Horatio William Parker, M.A., for Orchestra and Chorus
March from Athalia.......Mendelssohn

The opening prayer was by ex-President Dwight and the ceremony of formal induction into office was carried out by Rev. Joseph H. Twichell, the senior member of the Corporation. President Hadley's inaugural address was as follows:

The Address.

Thirteen years ago my honored predecessor traced in his inaugural address the changes which two centuries had developed in Yale's educational methods and ideals, and showed with clearness what were the corresponding changes in organization which would best fit her to apply these methods and approach these ideals. What has once been done so well we need not undertake to do again. Let us rather proceed to a detailed consideration of the problems which now confront us in the various departments of college and university life. Let us formulate the questions which press for solution. Let us study the good and evil attendant on various methods of dealing with them. Let us see, as far as we may, what lines of policy in these matters of immediate practical moment will enable us best to meet the demands of the oncoming century.

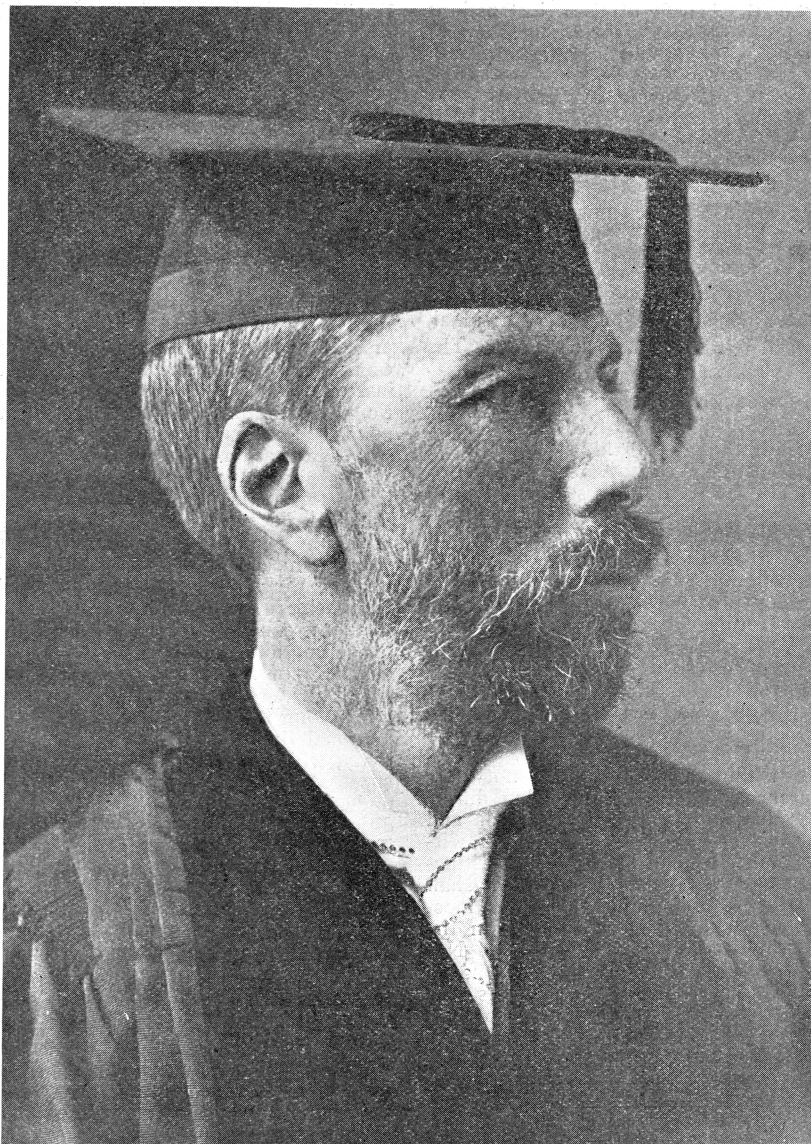
These problems are for the most part not peculiar to Yale. The questions which present themselves to the college authorities here are in large measure the same which arise elsewhere. But the conditions governing their solution are different. We may best understand the work which Yale has to do if we study the problems in their general form, as they come before the whole brotherhood of educators as a body; and then try to solve them in the particular form which is fixed by the special circumstances, past and present, which have made Yale University what it is.

Fifty years ago the duties of college administration were relatively simple. There was at that time a certain curriculum of studies, chiefly in classics and in deductive science, which the public accepted as necessary for the development of an educated man. These studies were taught by traditional methods which compelled the pupil to perform a considerable amount of work whether he liked it or not. The student body was a homogeneous one, meeting in the same recitation room day by day. The classes readily acquired a spirit of good fellowship and democracy. Outside conditions favored the maintenance of this spirit. Differences in wealth throughout the community were less conspicuous than they are today. College education was so cheap that it fell within the reach of all. Most of the students were poor. The few who possessed wealth found comparatively little opportunity for spending it in legitimate ways. Rich and poor stood on a common footing as regarded participation in the social ambitions and privileges of college life. The intellectual education which such a college gave to the majority of its students was but an incidental service as compared with the education in sterling virtue. The institution which could furnish this double training met fully the requirements which public opinion imposed.

THE PROBLEM COMPLICATED.

The first of the disturbing elements which entered to complicate the problem of college education was found in the development of professional schools. Down to the early part of the present century, professional study was largely done in private, in the office of some successful lawyer or doctor or in the study of some experienced minister. Even when schools of theology, of law, or of medicine were established, they at first occupied themselves largely with teaching the same kind of things that might have been learned in the office by the old method. But about the middle of the present century a new and more enlightened view of technical training arose. It was seen that a professional school did its best work when it taught principles rather than practice. Instead of cramming the students with details which they would otherwise learn afterward, it was found much better to train them in methods of reasoning which otherwise they would not learn at all. This study of principles, to be thoroughly effective, necessarily occupied several years. There was a strong pressure to introduce the elements of these studies into the college curriculum; and a demand that when once they were incorporated in the college course they should be taught, not in a perfunctory way, but with the same standard of excellence which was achieved in our best professional schools.

ARTHUR TWINING HADLEY, LL.D.



Photograph by Pach.

Inaugurated President of Yale University, Oct. 18, 1899.

Meantime, apart from these changes in the method of technical training, the sphere of interest of the cultivated man of the country was constantly widening. The course of college study which satisfied an earlier generation was inadequate for a later one. The man who would have breadth of sympathy with the various departments of human knowledge could not content himself with classics, mathematics and psychology. He must be familiar with modern literature as well as ancient, with physical science as well as deductive.

If we had at once widened the college curriculum enough to correspond to the increased range of human interest, and lengthened the period of professional study enough to give each man the fullest recognized training for his specialty—if, to quote the old educational phrase, we had taught each man something of everything and everything of something—the time of university education would have lengthened itself to ten or fifteen years. Its complete fruition would have been a luxury out of reach of all but the favored few. The difficulty could be met only by the adoption of an elective system; a system which ceased to treat the college course as a fixed curriculum for all, and gave an opportunity for the selection of groups of studies adapted to the varying needs of the several students.

THE NEW EDUCATION'S DANGERS

The introduction of these methods of university education, necessary as it was, has been nevertheless attended with serious dangers and evils.

In the first place, there is apt to be a change in the mode of instruction which, while good for the best students, runs the risk of proving bad for the ordinary ones. The old method of handling large classes in a fixed course of study under the recitation system required all the students to do a modicum of work, and enabled the teacher to see whether they were doing it or not. The divisions were adjusted and could be constantly readjusted with that end in view. The time of the instructors was so far economized by the narrow range of subjects taught that their attention could be properly concentrated on this one point of keeping the students up to their work by a daily oral examination. But with the increasing number of things to be taught, the variation in the size of classes, and the demands which the best students now make for really advanced teaching, this supervision and concentration is no longer possible. The instructor who is teaching small groups of selected men who have a particular