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fortunes." No doubt new circumstances, such as the multiplying of instructors, may call for important changes. But it is a pleasure to rely upon it that you are not likely to be indifferent to the essential advantages in the traditional customs.

We congratulate ourselves that the Corporation has given us a President who knows what, in the modern sense of the word, a university *is*,—especially when we remember how widely the idea is diffused in this country that any man of note, of exceptionally good parts, is conversant enough with the science of education to manage a great literary institution. The wide range of your own studies will be a safeguard against putting all branches of knowledge on a level as instruments of intellectual discipline, and against the temptation either to depreciate the modern sciences and languages, or to decry as means of training and culture the languages and literature of antiquity. Especially do we find a happy augury in the fact of your sympathy with the design of the founders of Yale and of its long succession of guardians. We recognize in common that the intent has always been, not alone to equip a body of specialists for one or another particular vocation, but to lay a broad foundation for good service in Church and State. Hence the importance attached to the forces concerned in the moulding of character, and consequently to the inculcation of moral and religious truth and to the worship of God. Times change; instruments and methods may change with them. But we need no assurance that you estimate aright the end in view, in which lies the worth of special agencies employed to secure it.

One other ground of satisfaction on the part of your associates you will permit me to mention. It lies in your lively interest in whatever affects the honor and welfare of the country. For undergraduates the College may well serve as a watch-tower of observation and a school of reflection. The struggles of the arena are for a later date. In the case of university teachers, it may be, in the long run, most conducive to their

influence to stand aloof from the everyday contests of party. But when a conflict arises in which fundamental principles are at stake, a timid silence is ignoble. At such times, in this land, fearless utterances on the part of educated men are imperatively called for. A spontaneous concurrence of the universities and colleges in resolute endeavors to shape public opinion, in any crisis of the kind referred to, we are sure that you would welcome. Harvard, our elder sister, is with us today to remind us of examples of courageous leadership. This rally of higher institutions of learning on the present occasion may suggest the power which, at critical moments in the nation's life, might be called into action.

Now that we are nearing the dawn of another century in the history of Yale, may the early years of your administration prove the harbinger of an extended era to match and even to outdo the prosperous period now drawing to its close!

Almost immediately after the ceremonies, the President's reception in the Art School began. The attendance promised to include a very large number of the graduates who began to be heard from in the last day or two of preparation.

The parade in the evening had been attended to with the utmost detail by the committees and students, assisted by members of the Faculty who had been in charge of it. Dr. Boltwood of the Scientific School has been particularly energetic, and some of the special features of the parade are due to his inventive genius.

Yale Courses for Teachers.

The courses for the benefit of the school teachers of Connecticut, both public and private, established in the Graduate School a few years ago, are continued for the college year 1899-1900. The courses are open to teachers who are graduates of colleges, or who are qualified by reason of previous studies, to pursue successfully the subjects of their choice. A course consists of ten exercises to be given on Saturdays, in either the Fall or Winter term.

Teachers who take these courses are enrolled in the University Catalogue but will not be considered as candidates for a degree.

As an aid to the study of the different subjects, lines of reading will be marked out, and, whenever it is possible, the subjects will be illustrated by charts or models, or by laboratory experiments, while hints and suggestions will be given as to the methods of study and teaching.

There are altogether thirteen courses of study offered, as follows: "Introduction to Educational Psychology," Professor George M. Duncan; "Educational Theory," Professor E. Hershey Sneath; "Science of Society," Professor W. G. Sumner; "Literature of Sociology," Professor William F. Blackman; "History of the Great Powers of Europe and their Relations with the United States," Professor Arthur M. Wheeler; "American Political History from 1800 to 1876," Professor Edward G. Bourne; "Modern English Poets," Professor Charlton M. Lewis; "English Tragedy," Professor Henry A. Beers; Latin Literature, under the two heads of "Literature of the Republic" and "Literature of the Empire," Assistant Professor James W. D. Ingersoll; "Biblical Masterpieces," Professor Frank K. Sanders; "Physiology," Professor Russell H. Chittenden; and "Elementary Botany," Dr. Alexander W. Evans.

Tickets covering a single course, ten exercises in each course, cost \$8.00; tickets covering two courses, not necessarily in the same department of study, one in the Fall and one in the Winter terms, cost \$12.00. No course will be begun which does not have at least fifteen persons: The Fall term began Oct. 7 and closes December 9, and the Winter term begins January 13 and closes March 17. Application for admission to these courses should be sent to Professor Andrew W. Phillips, 90 High street, New Haven, Conn.

College Golf Tournament.

The University Golf Tournament, which was begun on Monday, October 9, has reached the final round as the

WEEKLY goes to press. E. M. Byers, 1901, and T. L. Cheney, 1901, are the aspirants for final honors. The play has been of an excellent quality throughout the tournament, and T. M. Robertson's, 1901, record of 78 strokes in the qualifying round broke all previous records. He was put out of the tournament in the semi-finals by T. L. Cheney, with whom he played a 19-hole match.

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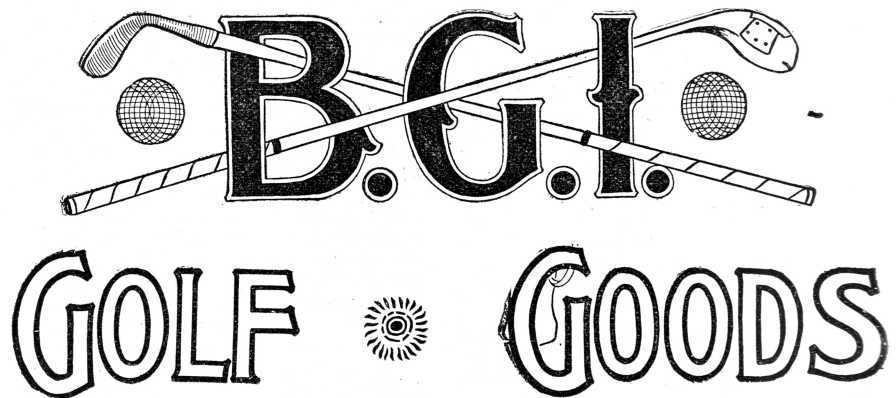
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