ESTABLISHED 1801.- VOL. 101.

NEW YORK, SATURDAY, APRIL 19 1902.

DR. BUTLER INSTALLED.

ROOSEVELT AND DISTINGUISHED GUESTS AT COLUMBIA.

Procession of College Presidents and Professors - The Inaugural Addresses-Campus Early Thronged with Students and Visitors-Roosevelt Escorted to University by Squadron A-Cheered by the Students-Portrait of Professor Ware Presented by President Eliot of Harvard-Alumni Dinner This Evening at Sherry's.

Columbia University's inaugural ceremonies in honor of her twelfth President. Dr. Nicholas Murray Butler, took place today and were the occasion of the most distinguished gathering which the university has ever seen.

In the morning the guests of the university were received on the college campus, and given a chance to examine the university buildings. As noon drew on there were receptions and luncheons. In the early afternoon a procession was formed: and at three o'clock the formal installation ceremonies took place in the university symnasium.

PRESIDENT ROOSEVELT'S ARRIVAL.

President Roosevelt and his party arrived at the Pennsylvania station in Jersey City at 6:53 o'clock, in the private cars Riva and Guatemala. The party consisted of President and Mrs. Roosevelt, Ethel Roosevelt, Dr. John S. Urie, Surgeon-General Rixey, and Secretary and Mrs. Cortelyou. The party left on the 7:15 boat for Twenty-third Street, Manhattan, and was driven to the home of the President's aunt, Mrs. James W. Roosevelt, No. 4 West Fiftyseventh Street

Soon after the President's arrival at Mrs. Rosevelt's residence, he was joined by Pre Butler, who took breakfast with hi tle later, the President's prother ouglas Robinson, called. d by Emlen Roosevelt. n automobile.

AT THE CAMPUS THIS

vided with a pass.

guests.

Just before eight o'clock 200 den, under the command of Inspector Kane, and Capts. Hogan, Fitzpatrick, Haughey, and Donohue, six sergeants, and a number of roundsmen, arrived at the university. Every street and avenue leading to the university was blocked by the police, whose orders

plocked by the police, whose orders not to admit anyone who was not pro-

The grounds were thrown open to the

public at ten o'clock, but long before that

hour they were thronged with students and the first arrivals among the thousands of

The crowd increased, and many of the

scorted to the univer-and the student body in the entrustastically.

hostesses. Among those present as guests were Miss Thomas, President of Bryn Mawn College; Miss Woolley, President of Moun Holyoke College; Miss Hazard of Wellesley College, Miss Irwin of Radeliffe College, Miss Salmon of Vassar College, Miss Leach Vassar College, Miss Jordan of Smith College, Miss Scott of Bryn Mawr College, Mrs. Hadley, wife of President Hadley of Yale University, and Mrs. Raymond, the wife of President Raymond of Union College. There were in all about 100 guests.

THE AFTERNOON CEREMONIES.

Procession of Scholars and Students-Addresses in the Gymnasium.

The procession was in eight divisions which formed in various buildings of the university, and at 2:15 o'clock started on its way to the gymnasium in the following order:

FIRST DIVISION.

Representatives of the Students.

Chief Student Marshal FREDERICK B. IRVINE,
Students of Columbia College.
Students of Barnard College.
Students of Teachers College.
Students of Medicine.
Students of Applied Science.
Students of Applied Science.
Students of Graduate Schools.

SECOND DIVISION.

Faculty Marshals:
CURTIS H. PAGE, Ph.D., and GEORGE J. BAYLES Ph.D.

Assistants, Clinical Assistants, and Lecturers.

THIRD DIVISION.

Faculty Marshals: GEORGE N. OLCOTT, Ph.D., and HENRY B. MITCHELL, A.M. Instructors, Tutors, and Demonstrat-

FOURTH DIVISION.

Chief Faculty Marshal Prof. EDMUND H.

MILLER.

The Secretary of the University.
The Registrar of the University.

Clinical Professors and Lecturers:

Clinical Professors and Lecturers:

Dr. PETERSON and Professor HOLT.
Dr. ELIOI and Professor MARKOE.
Professor HARTLEY and DR. COLEY.
Dr. ABBE and Dr. POOR.
Professor GIBNEY and Professor KINNICUTT.
Professor GIBNEY and Professor H. KNAPP.
Professor MCRUK and Professor FOX.
Professor MCRUK and Professor LEFFERTS.

Members of the Faculties,

Members of the Faculties,

The Librarian of the University and the Director of the Gymnasium.

Professor GIES.

Professors TERRY and GRABAU.

Professors TERRY and BREWSTER.

Professors ODELL and BREWSTER.

Professors WOOD and SMITH.

Professors THORNDIKE and CRAMPTON.

Professors THORNDIKE and CRAMPTON.

Professors B. D. WOODWARD and MORGAN.

Professors BOGERT and MILLER.

Professors MACLAY and SEVER.

Professors FARRAND and YOUNG.

Professors LODGE and MCCREA.

Professors EARLE and LORD.

Professors LOGE and MCR
Professors EARLE and LOF
Professors TRENT and DUTT
Mr. PRETTYMAN and Professor W
Professors RUNYAN and KIN
Professors RUNYAN and KIN
Professors CHURCHILL and LLL
Professors BOAS and CATBCA
Professors LOVELL and PELLI
Professors LOVELL and PELLI
Professors HOWE and SLOAN
Professors UNDERWOOD and MACD
Professors WONROE and CRAG
Professors MONROE and CRAG
Professors RICHARDS and Model
Professors RICHARDS and Model

Professors HALLOCK and PEELE.
Professors KEMP and WOODHERRY.
Professors COHN and JACKSON.
Professors OUNNING and SHERMAN.
Professors OBORN and MOORE.
Professors CATTELL and OSGOD.
Professors HUNTINGTON and KEENER.
Professors STARR and BULL.
Professors SELIGMAN and PEASODY.
Professors GOTTHEIL and GOODNOW.
Professors GOTTHEIL and REES.
Professors TUTLE and REES.
Professors PRICE and WARE.
Professors CHANDLER and ROOD. ELM. SERRY. SON. ERMAN.

FIFTH DIVISION.

Chief Alumni Marshal, WILLIAM THORNTON LAWSON. Faculty Marshal, HARLAN F. STONE, A.M. Guests: Officers of the United States, State, and City; Clergy and

Rev. GEORGE ALEXANDER, Pastor of University Place Presbyterian Chruch.

Rev. E. WINCHESTER DONALD, Rector of Trinity Church, Boston, Mass.

Right Rev. HENRY W. WARREN, Bishop of the Methodist Episcopal Church, Rev. WILLIAM R. HUNTINGTON, Rector of Grace Church, New York.

Right Rev. HENRY Y. SATTERLEE, Bishop of Washington, D. C.

Right Rev. LEIGHTON COLEMAN, Bishop of Delaware. aware.
WILLIS L. MOORE, Chief of the United States
Weather Bureau.
CHARLES D. WOLCOTT, Director of the United CHARLES D. WOLCOTT, Director of the United States Geological Survey.

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of the United States.
RICHARD OLNEY, former Secretary of State of
the United States.
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President C. H. LEVERMORE, Adelphi College.

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Prof. F. W. PUTNAM, American Museum of Natural History.
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Prof. M. H. MORGA Barvard University.
Prof. A. B. HART, Havard University.
Prof. EDWARD CHANING, Harvard University.
Prof. C. R. LANMA Harvard University.
Prof. J. B. AMES. Ward University.
Prof. H. P. BOWD Dean C. L. SMITH Harvard University.
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sident I. B. ANGELI. University of Michigan.

WILLIAM T. BARRIS. United States Comalssioner of Education.

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A. W. WRIGHT.
A. M. WHIGLER
W. H. BREWER.
G. P. FISHER, Yale University.
LANE, Libratian of Harvard University.
H. T. PORTER. HUYARD University.
HUGO MUNSTERBERG, Harvard University.
HUGO MUNSTERBERG, HARVARD University.

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Mr. Pimpton and Mrs. Brownell.
Dr. Brownell and Miss Brown.

EIGHTH DIVISION.

Faculty Marshal Prof. George C. D. Odell.
The Chapitain of the University.
The Treasure of the Corporation.
The Trustees of the University.

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Mr. Synds and Dr. Trudeau.
Mr. Di Witt and Mr. Bangs.
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The Rev. I Dix and Mr. Sillman.
Elshoho of New ork and the Rev. Dr. Vincent.
Ex-President wand President Butler.

The Faculty seaker Dean Van Amringe.
The Chairman Entiter. Mr. R. Fuiton Cutting.
The Chairman Entiter. Mr. R. Fuiton Cutting.
The Processio
among the camils walks, and finally reached the gystate.

THE CHAL CERAMONIES

The cerem his were opened with prayer by the Rev Mrvin R. Vincent, who repeated the placer offered by Dr. Samuel Johnson, the President, upon the laying of the corner some of King's College, in 1756, as follows:

"May God blighty grant that this college, thus have y tounded, may ever be enblessing; that it may be in-

lege, thus have riched with creased and lits entire particular advantage posterities for the series of the public weal, to all armore."

Y raunded, may ever be entilessing; that it may be increased and rish, and be carried on to the glory of His adornment of His true reliterature, and to the great-of the public weal, to all armore."

TURNING OVER OF THE KEYS.

The Chairman of the trustees of the uni-

Just before eight o'clock 200 hen. der the command of Inspector Kane, and pts. Hogan, Fitzpatrick, Haughey, and Denohue, six sergeants, and a number of dsmen, arrived at the university. Every street and avenue leading to the university plocked by the police, whose orders Was ot to admit anyone who was not prowere vided with a pass.

The grounds were thrown open to the public at ten o'clock, but long before that hour they were thronged with students and the first arrivals among the thousands of guests.

The crowd increased, and many of the more distinguished guests were heartily cheered as they arrived. The police had a particularly hard time. One man, evidently a foreigner, asked a policeman what was the matter. "Is it a fire?" he asked. "Worse than that," responded the officer as he mopped his brow.

All the buildings of the university, excepting the gymnasium were open to the inspection of the guests, and professors in the various departments were on hand to explain. The applications for seats at the ceremonies have been nearly three times as many as could be accommodated, and the doors of the gymnasium were tightly closed in order that none of the coveted seats should be occupied by those not entitled to them.

At half-past ten o'clock the University Council gathered in the Avery Architectural Library to receive the Presidents and representatives of other colleges. There were fifty college presidents in attendance and many times that number of professors, some from institutions as far distant as Leland Stanford.

President Eliot of Harvard University at noon presented a portrait in oils of W. R. Ware to the university on behalf of Professor Ware's former students at the Massachusetts Institute of Technology. Professor Ware, President Eliot went on to say, had the unique distinction of organizing two famous schools of architecture. He served at the Institute of Technology from 1865 to 1880. Then he came to Columbia to found the School of Architecture. President Eliot then referred to his friendly cooperation with Professor Ware for four years at the Massachusetts institution. Dr. Butler accepted the portrait for the university in a few grateful remarks, saying that it would serve to strengthen the relation between the two institutions. The portrait is painted by Robert V. V. Sewall.

From 12:30 to 1 P. M. there were many luncheons by the University Council to official installation delegates, by the trustees of Barnard College to invited guests, and by the alumni in Memorial Hall to guests generally. A more formal luncheon was given at one o'clock by the trustees of the university to President Roosevelt, Gov. Odell, Mayor Low, the Hon. William T. Harris, Presidents Eliot of Harvard, Hadley of Yale, Patten of Princeton, and Harper of the University of Chicago, besides the other speakers of the day.

At the luncheon to the women guests from other colleges, Mrs. A. A. Anderson, Vice-Chairman of the Board of Trustees, Dean Gill, the women trustees of Barnard, and the wives of the other trustees acted as

Professors HALLOCK and PEELL.
Professors KEMP and WOODBERRY.
Professors COHN and JACKSON.
Professors ONNING and SHERMAN.
Professors OSBORN and MOORE.
Professors ATTELL and OSGOOD.
Professors HUNTINGTON and KEENER.
Professors STARR and BULL.
Professors STARR and BULL.
Professors STARR and BULL.
Professors TUTTLE and REES.
Professors TUTTLE and REES.
Professors TUTTLE and WARE.
Professors CHANDLER and ROOD.

FIFTH DIVISION.

Chief Alumni Marshal, WILLIAM THORNTON LAWSON. Faculty Marshal, HARLAN F. STONE, A.M. Guests: Officers of the United States, State, and City; Clergy and

Alumni.

JULIEN T. DAVIES. Vice-President of the Association of the Alumni of Columbia College.
GEORGE A. SPALDING, M.D., President of the Association of the Alumni of the College of Physicians and Surgeons.
PETER T. AUSTEN. President of the Association of the Alumni of the Schools of Applied Science.
ROEERT C. CORNELL, Vice-President of the Columbia University Club.
JOHN CROPPER. President of the Columbia Alumni Association, Washington, D. C..
HOWARDS, BLISS, President-elect of the Syrian Protestant College, Beirut Syria.
AMASA J. P.R. HENRY, N. Y.
JAMES FORDERHOES, BUSSON, Mass.
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CLNY T. SEXTON Regent of the University of the State of New York. Alumni.

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PLINY T. SEXTON Regent of the University of the State of New York.
T. GULLFORD SMITH. Regent of the University of the State of New York.
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WILLIAM EVERETT. Principal of the Adams Academy, Quincy Mass.
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MERRILL E. GATES, Secretary of the Board of Indian Commissioners.
CAPT. FRENCH E. CHADWICK, U. S. N., Naval War College.
Major HARRISON K. BIRD, Military Secretary to the Governor of the State of New York, JOHN S. BILLINGS, M.D., Librarian, New York

Public Library.

MELVIL DEWEY, New York State Librarian.

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BERNARD R. GREEN, Superintendent of the Library of Congress. brary of Congress. JOSHUA L. CHAMBERLAIN, Maine, EUGENE LEVERING, Trustee of the Johns Hopkins University.
FRANCIS L. STETSON, Trustee of Williams Col-

ROBERT R. BOOTH, Trustee of Williams Rey. ROBERT R. BOOTH, Trustee of Williams College. MOSES TAYLOR PYNE. Trustee of Princeton ANCIS C. LOWELL, Fellow of Harvard Univerety. v. JOSEPH H. TWICHELL, Fellow of Yale University, ev. CHARLES RAY PALMER, Fellow of Yale

Rev. CHARLES RAY PALMER, Fellow of Yale University,
JACOB A. CANTOR, President of the Borough of Manhattan, City of New York.
J. EDWARD SWANSTROM, President of the Borough of Brooklyn. City of New York.
CHARLES V. FORNES, President of the Board of Aldermen, City of New York.
TIMOTHY L. WOODRUFF, Lieutenant-Governor of the State of New York.
JOHN W. GOFF, Recorder of the City of New York.
WILLARD, BARTLETT, Justice of the Supremental State of New York.

JOHN W. GOFF, Recorder of the City of New York.
WILLARD BARTLETT, Justice of the Supreme Court of the State of New York.
WILLIAM W. GOODRICH. Justice of the Supreme Court of the State of New York.
EDWARD PATTERSON, Justice of the Supreme Court of the State of New York.
JOHN CLINTON GRAY, Judge of the Court of Appeals of the State of New York.
WILIAM J. MAGIE. Chancellor of New Jersey.
EDWARD M. GALLAUDET. President of the Gallaudet College for the Deaf. Washington, D. C. Rev. MICHAEL LAVELLE. Rector of St. Patrick's Cathedral, New York, N. Y.
Rev. GEORGE F. NELSON, Superintendent of the New York Protestant Episcopal City Mission Society.

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Prof. I. T. RUSSELL, New York University,
Chancellor H. M. McCRACKEN, McCRACKEN, New York University,
Chancellor H. McCRACKEN, McCRACKEN, McCRAC

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rof. F. P. NASH. Hobart College.
rof. F. P. NASH. Hobart College.

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President I HOHAS FELL, St. JOBU'S COHEGE, Annapolis.

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President GEORGE H. DENNY, Washington and Lee University.

Lee University.

Prof. D. C. MUNRO, University of Pennsylvania,
Prof. MARION LEARNED, University of Pennsylvania

rof. G. W. PEPPER, University of Pennsylvania, rof. F. E. SCHELLING, University of Pennsylvania.
Prof. S. N. PATTEN. University of Pennsylvania.
Prof. W. A. LAMBERTON, University of Pennsylvania.

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n. J. H. PENNIMAN, University of Pennsylrovost EDGAR F. SMITH, University of

Vice-Provost EDGAR F. SMITH, University of Pennsylvania
Prof. JOHN M. FINLEY, Princeton University.
Prof. PAUL VAN DYKE, Princeton University.
Prof. J. MARK BALDWIN, Princeton University.
Prof. WOODROW WILSON, Princeton University.
Prof. ALLAN MAROUAND, Princeton University.
Dean S. R. WINANS, Princeton University.
Prof. THEODORE W. HUNT, Princeton University.

Prof. THEODORS
sity.
Prof. C. A. YOUNG, Princeton University.
Prof. C. HARLES S. BALDWIN, Yale University.
Prof. W. L. PHELPS, Yale University.
Prof. H. C. EMERY, Yale University.
Prof. IRVING FISHER, Yale University.
Prof. E. W. HOPKINS, Yale University.
Prof. H. W. FARNAM, Yale University.
Prof. A. S. COOK, Yale University.

WHEN GOING TO THE WEST The Pennsylvania Railroad commends itself as the natural short line. Trains leave at convenient hours .- [Advt.

ANTEDILUVIAN RYE.

The aristocratic whiskey. Appreciated wherever quality is considered. Luyties Brothers. N. X. [Advt.

peated the prever offered by Dr. Samuel Johnson, the fir? President, upon the laying of the corner- tone of King's College, in 1756, as follows

"May God Al lighty grant that this col-lege, thus happily, founded, may ever be en-riched with His blessing; that it may be increased and flourish, and be carried on to its entire perfection, to the glory of His name, and the adornment of His true religion and good literature, and to the greatest advantage of the public weal, to all posterities forevermore."

TURNING OVER OF THE KEYS.

The Chairman of the trustees of the university, William C. Schermerhorn, then made a brief speech of welcome to the President of the United States and other distinguished guests, after which he addressed Dr. Butler as follows:

"Dr. Butler: On the sixth of January last you were duly and unanimously elected by the Trustees of Columbia College to be the President of this institution.

"In the name of the trustees, and by their authority, it has now become my duty as their Chairman to present to you a copy of the charter of this corporation, in taken of the trust reposed in you and in full confidence that you ill maintain and promot the objects and promote the objects and promote the with all your ability and with all the fidelity which has distiluished your predecessors in the office of President.

"I am also instructed to place in your hands the keys of the university, in token of the responsibility devolved upon you as such President to protect the property and the interests of the university, and to maintain order and discipline within its pre-

THE OATH OF OFFICE.

Dr. Butler responded as follows:

"I accept, sir, at your hands these symbols of authority and responsibility, with full appreciation of the honor conferred upon me by the trustees and with a deep sence of the obligation which the honor involves. Relying upon the sympathy and support of the trustees, and the complete cooperation of my colleagues of the faculties, I will faithfully execute the office of President of Columbia University.

"To reserve, protect, and foster this ancient college, established for the education and instruction of youth in the liberal arts and sciences; to maintain, strengthen, and upbuild this noble university; to obey its statutes; to labor unweariedly for its advantage, and for the accomplishment of its high ideals; to promote its efficiency in every part that it may widen the boundaries and extend the applications of human knowledge and contribute increasingly to the honor and welfare of the city, State, and nation-I pledge my strength and whatever abilities God has given me. By His help, I will."

At the conclusion of the taking of this oath of office, the Chairman formally pre-

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The Pennsylvania Railroad to the West is quadruple-tracked and stone ballasted. Perfectly protected by automatic signal devices .- [Advt.

Laurel and Laurel in Pines, Lakewood's famous hotels. Spring season until June 1st. Golf, Polo, etc.-[Advt.

Every Squadron A man should see to-morrow's SUNDAY TELEGRAPH .- [Advt.

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VISION.

BURCHELL, Jr., REMY, Ph.D.

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Mr. Parsons.
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way in and out and finally reach-

EMONIES. pened with prayer

Vincent, who rent, upon the laying King's College, in

rant that this cold, may ever be enthat it may be in-1 be carried on to the glory of His nt of His true ree, and to the great-public weal, to all

THE KEYS. rustees of the uni-

sented Dr. Butler to the faculties, the alumni and students, and to the audience as the duly elected President of the university, and escorted him to the Presidential chair. The chair which has been used by the President of Columbia College for more than half a century was originally library chair of Benjamin Franklin, under whose will it passed to Dr. David Hosack, a professor in Columbia College for many years, and through whom it was presented to the college.

DEAN VAN AMRINGE'S ADDRESS.

The marshal-in-chief, Prof. James C. Egbert, jr., then announced the next speaker, John Howard Van Amringe, who made an address on behalf of the faculties, as follows:

"President Butler, I salute you in the name of all the faculties of Columbia University. Your accession to the Presidency is of much personal concern to every one of those whom I represent, and of great moment to the university in all its parts.

"The true teacher is impelled and directed by an indwelling force which he cannot resist. No adverse circumstance can wholly stay his beneficent activities and none can destroy, though it may impair, the informing and elevating character of his labors. It goes without saying, however, that he can reach the highest measure of his usefulness only under favoring conditions-conditions that shall surround him with an atmosphere of befitting appreciation and that shall put him in a position of becoming authority toward those whom, he teaches As you very well know, sir, by observation and experience, such conditions may be fostered or discouraged by the President, and upon his attitude in that regard delarge measure, the prevailing spirit of the official body.

CULTIVATION OF SCHOLASTIC USEFULNESS. "If the teacher here, of high or low de-

gree, is looked upon as a trusted officer of the university, whose duty is, first, to be faithful and efficient in the particular department to which he is attached, and then to be ready and eager to do whatever in him lies for the welfare of the institution as a whole, if his labors are critically and sympathetically observed and, as his specific and general worth manifests itself, he is suitably encouraged, there will, indeed, be nourished a spirit of enthusiasm and devotion that must continually advance the university in scholastic usefulness, dignity, and power. If, on the other hand, he is re garded, or is suffered to regard himself, simply as an employee who, the duty for which he was especially engaged having been discharged and paid for, has fulfilled his obligations to the university, as the university has to him, the general spirit of the teaching staff, and hence of the university, must lack that touch of supreme grace which lifts a rightly constituted aca demic community above all that is sordid and mean into the happy region where truth in life, letters, and science, is sought gation and its concrete expression in the lives of teachers and taught may do for the

benefit of mankind. "On this, that may be called the personal side, our knowledge of your views and character, exhibited during your career here, extending now, as student and officer, over nearly a quarter of a century, inspires us with the highest hope and expectation of your wise and skilful cooperation, your intelligent and discriminating appreciation, and your favor in so far as such favor may be merited and due.

THE POLICY OF COLUMBIA.

"The third year of the second century of Columbia College was signalized by the enactment by the trustees of a statute which marked the conscious beginning of

it into effect, and to become under it a great educational missionary. He was eminently well fitted for the arduous task which he assumed. He was a man of extended and profound knowledge in many fields, an exact scientist, and an elegant classical scholar, a poet and a musician of no mean quality, of strong imagination and enthusiastic temper, long a student of education in all its aspects, with a deep and growing sense of the inadequacy of educational opportunities and methods, with a prophet's vision of the coming exactions the future, and of the way to meet them, bold in the statement of his views. persistent and eloquent in their advocacy, and incapable of discouragement. At no time in his whole career at Columbia, not even when the physical infirmities of age weakened his voice so that he could scarcely be heard and shook his hand so that he could scarcely write, did his mind become dulled to the enterprises which he had at heart or his spirits flag in his efforts to promote them. He remained to the end an effective apostle of the better and higher education of both men and women.

THE PROFESSIONAL SCHOOLS.

"In the year immediately preceding his accession, there were in Columbia 166 college students and 169 law students, and that represented the whole of Columbia's immediate and, direct influence upon the community. The Law School had already acquired a wide reputation, was in reality though not in name independent of the President, and was developed under the authority of the trustees by its great warden, Dwight. The College of Physicians and Surgeons had a merely nominal connection with, and could not be accounted a part of, the institution in any proper sense, and so remained till after Barnard's The School of Mines was in an inchoate condition, with one professor appointed and no definite plan arranged. The college was, within its limits, an excellent college, but, in the light of the present day, its limits were narrow; its course wholly obligatory throughout-which was was not peculiar forty years ago.

THE SCHOOL OF MINES.

"The first step of the new President was to carry forward the project for a School of This school, though not due to his initiative, owed to him principally its auspicious opening and its early success. He developed, through it, not only those branches of study which particularly relate to mining and metallurgy, but scientific studies in other fields and advanced courses in science leading to the degree of doctor of philosophy. He early turned his attention. also, to introducing elasticity into the college curriculum. He found this way long and hard, but he trod it with unfaltering confidence and, ultimately, with complete success. By his procurement, in the three lower classes scholarships were instituted, in the principal departments, to stimulate

assignity in suldy and exactness of according with whips in letters and science were awarded to further the dearest wish that he had—the promotion of university courses of study. All along his way for twentyfive years are to be found the monuments of his progress towards the Columbia of today. In 1880 he brought about the establishment of the School of Political Science, which was partly undergraduate and partly graduate in its character. At the same time he introduced a large measure of election into the college curriculum and provided, in connection with the college proper, the School of Mines and the new School of Political Science, courses of university extension in languages and literatures, in philosophy, history, and political economy, in mathematics and astronomy, in geolo-

Presidency, the time had fully arrived for constructive administrative reform. hour had come, and so, happily, had the President Low appreciated the magnitude as well as the character of the work necessary to be done. It was not the exposition of new educational theories that was needed; it was the coördination of subjects and departments; it was the settlement of the necessary interrelation and de-pendence of schools and faculties; it was the delimitation of authority; it was the harmonizing of interests apparently conflicting but really in accord; it was to gather up the segregated parts and make of them one systematic and consistent whole, in which each should be distinct in its own well-defined sphere, and yet made to contribute to the strength of every other and of all. The fit accomplishment of such a purpose required an open mind, business experience and skill. and unusual administrative capacity. President Low possessed all these, and made their influence felt at once. In his first year of service, he gathered into appropriate groups, and put under the control of proper faculties and a university council, 'graduate work' for the degrees of master of arts and doctor of philosophy, which had, for the most part, depended upon and been managed by individual professors, and so adjusted the relation of the faculties to that he was able, in his first annual report, to say, with pardonable pride and transparent justice: 'Thus at one stroke Co-lumbia ceased to be divided into fragments, and took upon herself the aspect of a university wherein each department was reversity wherein each department was re-lated to every other, and every one strengthened all.' The high note of accom-plishment struck in this first message was sustained throughout. He established a faculty of philosophy, a faculty of pure science, and a university council; he brought the College of Physicians and Surgeons into organic relation with the university, he into organic relation with the university; he moved Columbia to this splendid site procured the erection of the fine edifices: that adorn it; he enriched the library and housed it in a magnificent building; brought under the influence of the corporation, and under its authority so far as their higher functions are concerned, Teachers College and Barnard College; and, in brief, where he found a good and growing college more or less unrelated and a number of schools and educational activities, he left, after a service of but little more than decade, a great and homogeneous university/ with an educational organization of high efficiency, elastic and adaptable, without strain, to such changes as the varying and constant-ly increasing requirements of learning and society may demand.

DR. BUTLER MASTER OF THE SITUATION.

"You, sir, were a factor, and a potent one, in this great work so quickly and so ably done. You know the result as a whole and in all its details, in its substance, and

in all its details, in its substance, and in its spirit.

Story of the regeneracy of the important, are cognizant of the important, is that were settled under their distinguished and suggestive administrations, and of the grave questions that still remain to be considered, some of which pression an answer. for an answer.

"From a long and intimate acquaintance with you, and from a knowledge of your thorough mastery of the whole situation here, I, and those whom I represent, have every confidence that, under your direction, Columbia will advance and prosper more fully than ever before; and it is new my office as delegate of the faculties, as it is, personally, my high privilege and very great pleasure, to promise you, on behalf of the entire teaching staff of the univer-

offered by Dr. Samuel resident, upon the laving e of King's College, in

hty grant that this colounded, may ever be enssing; that it may be inh, and be carried on to n to the glory of His ornment of His true reerature, and to the greatthe public weal, to all more.

VER OF THE KEYS.

f the trustees of the uni-C. Schermerhorn, then h of welcome to the Presed States and other disafter which he addressed

On the sixth of January and unanimously elected f Columbia College to be is institution.

the trustees, and by their now become my duty as o present to you a copy this corporation, in taken ed in you and in full conil maintain and promot . inciples therein set forth y and with all the fidelit; uished your predecessors

tructed to place in your the university, in token ty devolved upon you as protect the property and e university, and to mainliscipline within its pre-

TH OF OFFICE.

nded as follows:

your hands these symbols responsibility, with full he honor conferred upon es and with a deep seuse which the honor involves. sympathy and support of i the complete cooperaues of the faculties, I will the office of President of ity.

otect, and foster this anablished for the education youth in the liberal arts maintain, strengthen, and le university; to obey its r unweariedly for its adthe accomplishment of its promote its efficiency in may widen the boundaries applications of human ontribute increasingly to elfare of the city, State, ige my strength and whatd has given me. By His

sion of the taking of this e Chairman formally pre-

V SOLID ROCK.

Railroad to the West is quad-one ballasted. Perfectly prosignal devices .- [Advt.

in Pines, Lakewood's famous on until June 1st. Golf, Polo,

man should see to-morrow's APH.-[Advt.

"On this, that may be called the personal side, our knowledge of your views and character, exhibited during your career here, extending now, as student and officer, over nearly a quarter of a century, inspires us with the highest hope and expectation of your wise and skilful cooperation, your intelligent and discriminating appreciation, and your favor in so far as such favor may be merited and due.

THE POLICY OF COLUMBIA.

The third year of the second century of Columbia College was signalized by the enactment by the trustees of a statute which marked the conscious beginning of Columbia University. I do not mean to imply that there was any break in, or vioent departure from, the traditive educational policy of the college. The underlying/ purpose and confident expectation of the great men who brought about the founding of King's College and watched over its infancy, are expressed in the seal and its legend which they reverently adopted, and in the first prospectus which the irst President issued. The purpose and the policy announced in the beginning have been, under changing conditions and means adapted to them, consistently pursued from that time to this and animate and control the university to-day. The statute of July, 1857, to which I have referred, was but a latter-day expression of the prospectus issued by President Johnson in May, 1754. In both are set forth the same broad views of duty and opportunity and the same sense of obligation, but what in the prospectus were hopes and aspirations, in the statute became, in fair measure, elaborated schemes and distinct commands. Those commands were, of necessity, largely prospective in their character; partly from lack of ready money to execute them with any fulness, partly for the reason that they were in advance of the thought and acknowledged needs of that day, and partly because they required a man peculiarly fitted by nature and training to interpret them to the public and to translate them into appropriate action. A definite goal was, however, set, and towards it the college steadily advanced, at first with slow and somewhat uncertain steps, and later with assured and rapid strides.

"The trustees' action resulted, in the last years under President King, in some amplification of the college curriculum, in the establishment of a law school, and in the partial development of a plan for a school of science:

DR. BARNARD'S SERVICES.

"But it was reserved for Dr. Barnard, who became President in 1864, to see the full significance of the statute, to discern the chief difficulties in the way of carrying

SURFACE DRAINAGE from great land areas carries disease germs to many homes. Drink CRYS-TAL SPRING WATER from Catskill Mountain, BOTTLED AT SPRING, ABSOLUTELY PURE. Delivered fresh daily. 2231 B'way. Tel. 3088 Riverside. -[Advt.

\$70 TO LOS ANGELES AND RETURN Via Pennsylfania Railroad, April 19 to 26, account Convention of Women's Clubs. \$67 via Washington. Consult Ticket Agents .- [Advt.

A Fine Library in Mahogany or oak can be furnished at once from the immense stock of Chas. E. Matthews, 275 Canal St .- [Advt.

had-the promotion of university courses of study. All along his way for twentyfive years are to be found the monuments. of his progress towards the Columbia of today. In 1880 he brought about the establishment of the School of Political Science. which was partly undergraduate and partly graduate in its character. At the same time he introduced a large measure of election into the college curriculum and provided, in connection with the college proper, the School of Mines and the new School of Political Science, courses of university extension in languages and literatures, in philosophy, history, and political economy, in mathematics and astronomy, in geology, physics, and chemistry. He thus prepared the community to look for and demand from him ever-increasing educational advantages, and succeeded in creating, for trustees and professors alike, a much wider horizen and a new world of ideas.

DR. BUTLER'S STUDENT DAYS

"It was your fortune, sir, to become a student of the college in 1878, in the height of President Barnard's career and in the fulness of his powers. You benefited. therefore, by a college curriculum liberalized and extended by his efforts; you availed yourself, and with signal honor, of the varied educational advantages opened by him to earnest students; and secured, I may say in passing, an abounding share of the scholarships conferred for distinction in study. On graduating at the head of your class in 1882, you were adjudged the fellowship in letters, and became, as a university student, familiar with the extent of our advanced courses in literature and philosophy and the way of conducting them. You took opportunity, later, to contrast such courses here with courses in the like subjects given in the universities of Berlin and Paris. On completing your studies for the doctor's degree, you became an instructor in Columbia and aided, to the extent of your power, in carrying forward the great designs of that time. You were a close student of Barnard's educational papers; you felt the inspiration of his eloquent presentation of high educational ideals; you were stirred by the intellectual fervor which characterized him in all that he did; you were a witness and had experience of his considerate and frank way of dealing with his coworkers; and you will, I doubt not, hold fast to all that was good, which was much, and avoid all that was faulty, in his conduct of affairs.

"I have said much of Barnard because he was so largely instrumental in setting and tending and bringing to a fair state of growth many of the plants which blossom and bear fruit to-day.

CONSTRUCTIVE ADMINISTRATIVE REFORM.

"Administration, in the ordinary business sense, had no attractions for President Bar-He knew little of it, and cared less At the critical period in which he served. and for that which he had to do, this was not, perhaps, altogether an unfortunate deficiency. But it would have been impracticable to form and conduct a university such as we have on the lines which he laid down and pursued. At the close of his

To-day.

To-morrow, or any other day. Lunch or dine at Claremont, Riverside Drive. Live shad, live brook trout .- [Advt.

es that were settled under their tinguished and suggestive administration and of the grave questions that still remain to be considered, some of which pres for an answer.

"From a long and intimate acquaintanc with you, and from a knowledge of you thorough mastery of the whole situatio here, I, and those whom I represent, hav every confidence that, under your direction Columbia will advance and prosper mor fully than ever before; and it is now m office as delegate of the faculties, as it is personally, my high privilege and ver great pleasure, to promise you, on behal of the entire teaching staff of the univer sity, a most willing and thorough co operation."

MR. CUTTING'S SPEECH FOR THE ALUMN

Robert Fulton Cutting, on behalf of th alumni, then made the following address:

"On behalf of the Alumni Association bid you welcome to the chair of the Pres idency of Columbia University, and assur you the loyal support of my associates your every effort to make this institutio a factor of ever-increasing potency in th development and in the ennobling of Amer ican civilization.

"In selecting a President for the univer sity, the trustees have sought an admir istrator, and the faculty a scholar; th alumni have sought a man, and in the ad ministrator and the scholar upon whom ha

THE WEATHER.

THERMOMETER IN NEW YORK. April 19, 1991. April 19, 1902. 19 M. 3 P. M. 8 A. M. 10 A. M. 50

BAROMETER IN NEW YORK. PERCENTAGE OF HUMIDITY IN NEW YORK.

8 A. M..... 77; 10 A. M...... 70; 12 M..... MINIATURE ALMANAC, [From noon, April 19.]

P. M. ! A. M. | A. M. | Sun rises . . . 5:1

	HIGH	WATER.	LOW WATER	
	To-day. P. M.	To-morrow.	To-day. P. M.	To-morrow A. M.
Sandy Hook Gov. Island. Hell Gate		6:00 6:26 8:22	11:56	12:26 2:01

GOVERNMENT WEATHER REPORT. WASHINGTON, April 19.—Forecast until 8 I M. on Sunday: For eastern New York: Rain to night; on Sunday rain, followed by fair in the a night; on Sunday rain, followed by fair in the general results of the southeasterly winds, becoming westerly. For New Jersey: Rain to night; on Sunday clearing; fresh to brisk southeasterly winds becoming westerly. For Connecticut: Fair to-night; Sunday probably cloudy with local showers; light variable winds. Sunday probabl variable winds.

LOCAL FORECAST.

UNITED STATES WEATHER BUREAU, NE YORK, April 19.—For New York city and vicinit Partly cloudy to-night; on Sunday showers; lig to fresh south to east winds.

Observations at United States Weather Burestations, taken at 8 A. M., seventy-fifth meriditime;

	Thermo-	Baro-	Wea-
Stations.	meter.	meter.	ther
Abilene	62	29,92	Clea
Albany		30.06	Cloud
Bismarck		29.92	Fair
Boston		30.10	Clear
Buffalo		29.88	Fair
Charleston	56	29.94	Clear
Chicago	48	29.84	Fair
Cincinnati		29.82	
Cleveland		29.84	Cloud
Denver		29.82	Fair
Galveston		29.98	Fair
Halana			Clear
Helena Jacksonville, Fla.	111111111111111111111111111111111111111	29.64	Clour
Sacksonving, Pla.		29.92	Clear
Key West	12	29.86	Clear
New Orleans		30,00	Clear
Oklaboma		29.94	Clear
Omaha		30.10	Fair
Portland, Me		30.08	Cloud
Salt Lake City		29.64	Clone
San Francisco		29.94	Cloud
St Louis		29.92	Clear
St. Paul	34	30.08	Clear
Washington		30.02	Cloud

fallen the choice of the trustees and the faculty, the alumni are satisfied they have also found a man. Into your hands, sir, we commit our hopes for the future of our mater. Our hopes are broad, farreaching, and idealistic, but we are persuaded you will not disappoint them.

"Years have passed since to many of us text-book of the classroom and the rostrum of the lecture-hall have ceased to be the media of increasing knowledge, but we are students still, and the problems we are compelled to solve are difficult and often painful. Consciously or unconsciously, voluntarily or involuntarily, we are applying to the serious business of life the lessons learned in Columbia's halls. are studying now under the pressure of responsibility and the burden of sober duty, and experience has thrown a flood of light upon the past that enables us to measure the value of university training in qualifying the individual for the competitive struggle. We realize now, as we did not in undergraduate days, the true meaning of higher education and the gravity of your responsibility in the endeavor to make Columbia equal to her opportunity.

A RECOLLECTION OF COLLEGE DAYS.

"We look back to the still green memories of our college days and recall our aspirations—our glowing anticipations for a cloudless and honorable future. 'Your young men shall see visions,' Hebrew prophet, and in the spirit of the dreamer we were ready to imagine any possibility that generous sentiment proposed. We craved the idealism of learning and the heroism of history. The moral grandeur of imagination and depth of sentiment of the classic writers were more to us than the beauty of their diction and the music of their verse. The men of Thucydides and Livy more than the vivid realism of the historians: Pythagoras was great to us not so much for his ingenious and daring speculations in psychology as because under his influence Crotona rose from mediocrity to a prominent position in the front of the Hellenic cities. Archimedes won our admiration as much by the patriotic employment of his talents in the defence of Syracuse as by his wonderful discoveries and inventions. Demosthenes and Cicero kindled our enthusiasm by their heroic struggle against tyranny as greatly as by their incomparable oratory.

"The undergraduate is the age of an exsentimentalism-a when a wisely stimulated idealism and hero-worship may lay the foundation of a faith in human nature that cannot fail to prove of imperishable value.

The personal apprehension of the possibilities of life as they are revealed in the good and great who 'lie sepulchred in monumental fame' is one of the requisites to a We look to you as the noble manhood. mainspring of this idealism of learning and purpose, which should pervade the teaching and life of the university. You are oung: may you continue to retain the enthusiasm of youth and to stimulate and guide the growth of sentiment, however immature may be its method of expression.

USEFULNESS OF COLLEGE EDUCATION.

"There has been of late occasional public criticism of the utility of college educaand if the university has no better function than to make the millionaire, no purpose than to teach the easiest and quickest method of transforming brains into gold, it is found wanting, and deserv

end that the engineer, the lawyer, omist, and the philosopher may be fied to realize the noblest aspirations to render the broadest service to humanity. It is by no narrow material standard that world has heretofore measured stature of the scholar, nor will the twenti-eth century expect less of him than the himself encouraged us great expectation, and the splendid indif-ference to purely material ends that has in generally characterized him is sufficient title to the confidence of today. The university does not aim to make the millionaire, but the millionaire is busy making the university, and the verdict of the man of affairs places the laurel upon

this university, an office which the ability and character of your predecessors has placed upon lofty emi-

"You have become in a peculiar degree a source of inspiration and center of fluence for this city and nation. The law of Lycurgus made the practice of virtue a public duty, but under the law of liberty we have substituted the stimulus of popular approval and the constraint of popular reprobation for the Spartan statute, and the hope of democratic institutions rests upon the development of public opinion.

You and the young men whom you are training must be potent factors in affecting the standard of that opinion and raising the level of the ethics of public life. knowledge acquired in these halls of learning cannot and will not be confined to accomplishment of purely personal ends. We are educating men for humanity, and the measure of their aptitude for this glorious function will largely depend upon the measure of your ambition for them. May you be privileged during your Presidency to witness an upward movement in the intellectual, industrial, the political, and the ethical life of this community with the progress of which Columbia's sons will be honorably identified."

MR. BRADLEY FOR THE STUDENT BODY.

A. B. A. Bradley of the class of 1902, on behalf of the students, spoke next. He said:

have "Mr. President: You words of welcome spoken on behalf of the faculties and of the alumni of the university; it is now my privilege to welcome you less heartily on behalf of the students. After the resignation of Dr. Low, the question of a successor to him was often discussed among the students from the standpoint of what they conceived to be the needs of the university. They felt that in him executive ability alone, or scholarship alone, ought not to suffice. The President should be more than a mere scholar, more than a mere executive; he should be in every sense and in the broadest sense a man; one whose attention had not been so engrossed by scholarly research that the zest in life itself was gone; nor yet one in whom a knowledge of affairs had crowded out a love for, and full acquaintance with, the liberal arts and sciences. They felt, too, that he would be more in sympathy with them, with their shortcomings and their successes, their aspirations and their difficulties, were he himself a Columbia man; and I need hardly add that, in your selection, it was felt that all the desired conditions had been amply ful-When your appointment was announced the satisfaction everywhere manifested was dimmed only by the apprehension, very widely entertained, that your new duties might force you to give up those undergraduate courses in philosophy and education which have long been so deservedly popular. To one who has done so much to systematize and elevate education in the United States, the educational work of Columbia may be safely intrusted.

NEED OF A GUIDING HAND.

"We look forward to your kindly interest in our student affairs with the same feelings of confidence. The life of Columbia just needs a strong, firm, and sympathetic guiding hand. It is not a life that can be regulated wholly, or perhaps even chiefly, by custom and tradition. Our new surroundings, the rapid increase in the numer of students, and the consequent multi-

organizations earns parties and to make for ourselves own customs and our own rules of action. If my friends of the alumni will allow me to there has never been a time when the spirit of action, in all forms of undergraduate life, has been so prevalent. athletics several new forms of sport have been organized, and others that had long lain dormant have been revived. In literary affairs our alumni, were they to revisit us, would not see the familiar covers of the Acta and the Columbiad, of both of which we recall with pleasure the fact that you, sir, were once an editor. But they would find their places taken by other and more student publications, and, ther, that in all of them the feeling of representative responsibility has increased,

Noteworthy 1

Apollinaris Sales in 1901 exceeded the Enormous 1900 Figures-28

Apollino

Bottled at, and imported the Apollinaris Spring, Rhenish Prus only with its charged

may be a labor of love for yourself, and that the Columbia men of the future, cause of your influence, may go out from the protection of alma mater with finer, fairer, and nobler ideals and with the will strenuously to strive for them. I ask you in your work for alma mater to rely fully upon whatever assistance and cooperation it is in the power of the students to give. Once more, in the name of the students of Columbia, I bid you welcome?"

PRESIDENT ELIOT'S ADDRESS

President Eliot of Harvard University was the first of the college Presidents to speak. He said:

"The choice of President, which the trus tees of Columbia have made, accords with practice of the great majority of the larger American universities during the past thirty-five years. They have chosen a layman In this respect Columbia acts now as Harvard, Yale, Pennsylvania, Johns Hopkins, Cornell, Michigan, Wisconsin, Minnesota, Northwestern, Missouri, Tulane, Colorado, California, Leland Stanford junior, and Columbia itself have already act-Moreover the layman, in this last instance, is one whose life has been devoted to teaching, and to educational authorship and administration.

All the American institutions of higher education have of late manifested a decided tendency to give their highest administrative positions to teachers or investigators or writers on education, or to men who have united two of these functions. Many of the small colleges which were originally denominational in character, while preferring ministers as presidents, chosen ministers who have been also professional teachers. For very successful instances of this procedure I need go no farther than Dartmouth and Amherst. young but vigorous University of Chicago acted on this principle in choosing its first President. The tendency is greatly to be commended; for the profession of education is certainly entitled to its own high admin-This policy, istrative offices. however. which may now be said to have been adopted by the American institutions of higher education, marks emphatically the passing of the great business of education from that hands of the clerical profession—a significant change

"President Butler comes to his great of-fice at a fortunate moment. The planting of the university on a new and admirable site has been in good part accomplished through the administrative genius of his as a true university, with a series of departments or schools whose courses lead to propelly coordinated degrees, has been well begun. The professional schools of Columbia will doubtless soon be firmly based on the departments which give the first degrees in aris and sciences; so that professional study in Columbia will begin where the culture courses in arts leave off.

"Until lately, the true relation between professional courses and culture found no expression in the organization of any of the American universities, and it still finds no expression in the aniza-tion of the great majority of those universities. When all the leading universities of the country require a degree in arts or science for admission to their professional

achievements an occasion like thi For the first Pr son of Yale, and her roll of gradu successorser than Frederick It was a son of lumbia Law Scho and among all th ments of eith that has done her we come down to pleasure to se two universities it possible for the More than one either university benefits of his Nay, I am told scanned the list bicentennial sity, that the nur lumbia was so gi a consolidation be ates of the two u be the earnest of between two inst proximity to one thing which requi enough to furnish all that is good, ye of foundation an growth of one a of the other.

COMPANIONSHI "I cannot close to Columbia with greeting to him v duties of leadersh ercised those dut You and I, Mr. F together. We ha controversies, com much ofteners fr together the irresp and the journalist responsibilities of I hope that it will r does to me to ha these trusts men v stand-men whose be rendered harm friendship, and wh will be rendered de companionship in are past is the be tinuance of that co ty years which are confident that son shall leave the bor different universitie ly knit together b common purpose in try, of science, and PRESIDENT P

After President F of Princeton made speech in which he ler upon the oppo-him. After Press Harrer of Chicago dress, as follows:

PRESIDENT H "Institutions of later adjust them movement of civili

omist, and the philosopher may be que fied to realize the noblest aspirations and to render the broadest service to humanity. It is by no narrow material standard that the world has heretofore measured the stature of the scholar, nor will the twentieth century expect less of him than the past. He has himself encouraged us to great expectation, and the splendid indifference to purely material ends that has in every age so generally characterized him is sufficient title to the confidence of today. The university does not aim to make the millionaire, but the millionaire is busy making the university, and the verdict of the man of affairs places the laurel upon the brow of the man of learning. Never before has the genius of learning enjoyed so wide an opportunity to influence society. The general rise in the level of intelligence has given the scholar an almost universal audience. The slave, the disfranchised, the unlearned have disappeared, and the reading citizen waits upon the literati.

"'It is on the soft green of the soul that the eye rests,' said Burke, 'when wearied with the observing of more glaring objects," and the sober judgment of mankind inevitably comes back from its occasional distraction by meteoric heroes to honor the imperishable scholar. It is he who has laid deep and wide the foundation upon which have been built the great progressive monuments that have raised the level of civilization, and he has, moreover, taken no secondary part in building the superstructure upon the foundation which he has laid. The long line of patriot sages from Pythagoras to Franklin has testified to the utility of broad learning in qualifying the noble nature to serve mankind. Patriotism has been the distinguishing characteristic of the scholar, and his influence is apparent in every great national movement that has agitated the modern world, while antiquity teems with the evidences of his power. Of the schools of pagan philosophy that one which outlived all of its contemporaries and through centuries of teaching and of action so thoroughly saturated Roman law with its lofty principles as to project its influence into these latter days, was the one whose fundamental precept, πολιτευέσθαι του σόφου, was vitalized by its embodiment in many illustrious disciples. The practical services to civilization rendered by the school of Zeno and its subordination of the functions of philosophy and ethics to the sense of public duty, should make it the inspiration of the modern university.

SATURATION WITH IDEALISM.

"Yet the Stoic was essentially an idealist, and it is that characteristic of the scholar that has played a far larger part in the progress of civilization than the business methods of the man of affairs. It is the privilege and duty of college training to so saturate the curriculum with a wise idealism that the scholar may learn to appreciate civilization's expectation of him and to brace himself for unselfish effort.

"You, sir, have now become ex-officio one of the first citizens of this great community. It is true your efficient services in the cause of public education have already earned for you that distinction, but it is now confirmed by your installation to the

say so, there has never been a time when the spirit of action, in all forms of undergraduate life, has been so prevalent. In athletics several new forms of sport have been organized, and others that had long lain dormant have been revived. In literary affairs our alumni, were they to revisit us. would not see the familiar covers of the Acta and the Columbiad, of both of which we recall with pleasure the fact that you, sir, were once an editor. But they would find their places taken by other and more numerous student publications, and, further, that in all of them the feeling of representative responsibility has increased, rather than diminished, the fearless, candid, and respectful discussions of all pertinent questions affecting our college community. I need only mention the activity displayed by the Young Men's Christian Association and kindred organizations, particularly since the erection of Earl Hall, to show that at Columbia the effort to have 'religion and learning go hand in hand' has not been in vain, and that in matters spiritual, as well as in matters physical and mental, our student life is broadening out and increasing in interest daily.

BRINGING STUDENT AND INSTRUCTOR CLOSER TOGETHER.

"We still have much to accomplish. The intimate personal relations of student and instructor, which such clubs as the Kings Crown and the Deutscher Verein have done so much to promote, may still further be developed. Our elective system allows the student to choose his instructor. What we must now contrive is to bring the two closer together. On the other hand, a better understanding among all classes of students and the building up of a strong college spirit, which exists best where men live together and know each other intimately, can be attained only by the erection of dormitories, either upon the 'green," or in the immediate neighborhood; and if I may say a word for the dear old college in particular, a proper college hall seems an imperative necessity. In athletics our problems are more difficult still. With the exception of rowing, none of the outdoor sports has proper facilities accorded it. These can be provided only by buying a field as near the college as possible, and at whatever cost. At the same time, we must be ever on the alert to keep our sports free from any taint of professionalism. The desire to win is a good one-no man is wanted on a Columbia team who is not full of it-but Columbia athletics must continue to mean fair play as well as hard play, and we must prefer to lose honorably, if need be, rather than to win at the cost of self-respect.

"These are some of the ends Columbia men must strive for; and we have confidence in your aid, sir, because we know, by your past concern in student matters, that you are deeply interested in them. And so, while congratulating you most heartily upon the honor that has come to you, we feel that we ourselves are much to be felicitated. And I am sure that I represent the student portion of living Columbia when I extend to you, on their behalf, a most cordial welcome to the Presidency; and pray that your duties here

well begun. The professional schools of Columbia will doubtless soon be firmly based on the departments which give the first degrees in arts and sciences; so that professional study in Columbia will begin where the culture courses in arts and sciences leave off.

"Until lately, the true relation between professional courses and culture courses found no expression in the organization of any of the American universities, and it still finds no expression in the organization of the great majority of those universities. When all the leading universities of the country require a degree in arts or science for admission to their professional schools-of law, medicine, divinity, teaching, architecture, and applied science, an effective support will be given to the Bachelor's degree in arts and science, such as has never yet been given in the United States; and the higher walks of all the professions will be filled with men who have received not only a strenuous professional training, but a broad preliminary culture.

"It is plain that the future prosperity and progress of modern communities is hereafter going to depend, much more than ever before, on the large groups of highly-trained men which constitute what are called the professions. The social and industrial powers, and the moral influences which strengthen and uplift modern society are no longer in the hands of legislatures, or political parties, or public men. All these political agencies are becoming secondary and subordinate influences. They neither originate nor lead; they sometimes regulate and set bounds, and often impede. The real inventions and motive powers which impel society forward and upward spring from those bodies of well-trained, alert, and progressive men known as the professions. They give effect to the discoveries or imaginings of genius. All the large businesses and new enterprises depend for their success on the advice and cooperation of the professions. Columbia University, situated in this great city, is sure to exercise a powerful influence on the welfare of American society, because it has planned, and is planning, to provide the best possible professional training in all departments for well-selected and ambitious youths.

"I heartily congratulate President Butler on his privilege of directing this great work; and I wish for him thirty happy years of steady devotion to the noble task for which he is so well prepared."

PRESIDENT HADLEY'S ADDRESS.

President Hadley of Yale University, following President Eliot, spoke as follows:

"In common with all other institutions here represented, Yale congratulates Columbia on her glorious work in the past, and on the assured continuance of this work under the President who is to-day inaugurated. Every university throughout the country—nay, even throughout the whole civilized world—feels pride in what Columbia has done for science and for education, and gains benefit from each advance which Columbia has been instrumental in achieving.

FIRST PRESIDENT A YALE MAN.

"But in addition to these sentiments, which Yale shares with so many others, she has a special reason to be proud of these

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PRESIDENT HAI "Institutions of later adjust themse) movement of civiliza larly true of educati among these such a to be noted in instigrade. The history o the United States, fr Harvard was founded is, in fact, the histo development of Amer type of institution, England college as or more years ago in ists to-day scattered ern States: or the S: in its proper form 1 product of the last school of technology taking its place side part of the university the stricter sense. wl the last two decadestion, I say, represents a stage of growth. in It is the very latest development that is growth and characte

"(1.) The trend of 1 seems to be toward which finds its most the growth of great dency has shown itselvities which make u those things which r living. Many have ta distinctive movement a century.

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"Everything points this movement rathe tion. The city of a habitants fifty years million to-day. Whe million to-day be fifty can prophesy. While i massing together of to be deprecated, and life is lost, it is also centration of human competition thereby I a whole will be the gloser.

"(2.) Just as in this of people are brough rious inter-relations; so there are coming cational institutions, adapted to this new elic school system of millions of inhabitation ferent system from to the needs of a cit dred thousand peopl modern cities there is out a kind of school v

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universities to one nother has made e than one mem'ch f the faculty of er university has ξ_1 fits of his counses. I am told by to the other the who critically ned the list of hor, y degrees at the ntennial anniversar of Yale Univerthat the number given to men of Co-bia was so great as almost to portend insolidation between the lists of gradu-of the two universities. May all this he earnest of an ever-increasing union een two institutions in close enough imity to one another to unite in every g which requires union, with similarity gh to furnish a stimulus to rivalry in hat is good, yet with sufficient difference oundation and of field to make the th of one a help to the administration ne other.

OMPANIONSHIP IN RESPONSIBILITY.

cannot close these greetings from Yale olumbia without a word of personal ting to him who is just taking up the es of leadership from one who has ex-ed those duties but a little longer. and I, Mr. President, have grown up We have mingled in the same ther. roversies, sometimes as opponents, but oftener as friends. We have enjoyed her the irresponsibilities of the lecturer the journalist. Together we face the onsibilities of a new position of trust. be that it will mean as much to you as it to me to have associated with us in trusts men whom we know and underl—men whose occasional differences will rendered harmless by heir personal diship, and whose has all cooperation be rendered doubly entire by the aspect which such friend parties the best harmles of the conance of that companies hip in the twentage of that companies hip in the twentage. past is the best hard ser of the conance of that companies hip in the twonears which are to compand I am fully
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RECH. PRESIDENT PATTEN'S dent Patten ter President Hadley, F mporaneous ed Dr. But-ning before rinceton made a short ch in which he congrat

upon the opportunity After President Pa President er of Chicago Universi de an ads, as follows:

DRESS. PRESIDENT HARPER'S nd sooner or the forward nstitutions of every adjust themselves to ment of civilization

that of even fifty years ago as the methods of transportation and communication to-day are different from those of the same period.

"It is just so with higher education. A university which will adapt itself to urban influence, which will undertake to serve as an expression of urban civilization, and which is compelled to meet the demands of an urban environment, will in the end become something essentially different from a university located in a village or small city. Such an institution will in time differentiate itself from other institutions. It will gradually take on new characteristics both outward and inward, and it will ultimately form a new type of university.

(3.) The urban universities found to-day in three or four of the largest cities in this country, and the urban universities which exist in three or four of the great European centers form a class by themselves, inas-much as they are compelled to deal with problems which are not involved in the work of universities located in smaller cities. These problems are connected with the life of the students, the care of thousands of the students, instead of hundreds; the management of millions instead of thousands of dollars, the distribution of a staff of officers made up of hundreds instead of tens. Not only do new problems present themselves, but many of the old problems assume entirely different forms. The question, for example, of co-education is one thing if considered from the point of view of an institution located in a village and having 200 or 300 students. It is, of course, a different thing in an institution having a thousand students and located in a small city, but it is a problem of still another kind when the institution has three or four thousand students and is in the heart of a city of one or two millions of people. The standards of life are different, and the methods of life are greatly modified; and what is true of this problem is true of a score or more.

"(4.) In so far as an institution intended to represent the life of those about it, their ideals, and their common thought, the task before an urban university is something as new and strange and complicated as is the life, political and individual, of these same cities; and just as the great cities of the country represent the national life in its fulness and in its variety, so the urban universities are in the truest sense, as has frequently been noted, national universities.

"It is such an institution, with all its complexities and possibilities, its problems and its ideals, within whose walls we meet to-day. The occasion of this meeting is a solemn one. It might almost be called an event of sacred significance, since it concerns the formal initiation and installation into office of one to whom is thereby committed a responsibility as sacred and as solemn as any that can be assumed by human being. I bring the greetings of a sister urban university, the University of Chicago.

"The problems to be worked out by Columbia are, in large measure, those with which the University of Chicago is concern-It it perhaps not too much to expect that in many questions, the experience of one institution will be helpful to that of the other. It is possible further that the experience of these institutions may be of service to others interested in the same questions.

"To the new President, Mr. Butler, and to Columbia University under his adminis-tration, we present our best wishes for the future. May Columbia University ever prove worthy of the name she bears, the history she has already achieved, and the splendid city of which she is the greatest

COMMSSIONER HARRIS'S ADDRESS.

W. T. Harris, United States Commissioner of Education, was the next speaker. said:

"It is my part on this auspicious occasion to remind you of the public schools of the country, and to bear testimony to the general interest everywhere manifested in the event of to-day, not only throughout the State universities and city high schools. but among the teachers and superintendents of the elementary schools.

'For von. sir who come to-day to



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Makes the man with a feel like appearing road with his horse nessed in keeping w ture - bright, attrac clean.

The Harness is the Cross Harne

This means style, quality and right price.

which is stylish, well fi

perfectly made—three butes which are a true test of value horse equipped with the Cross stamp of makes him safe and handsome in h

The prices are simply in keeping with the quality, Cheapness in first cost is really extravagant buying,

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"Man alone of living creature of this planet can make a ladder of the passes."

and climb thereon by progressive ascent from generation to generation.

"The university reveals many rounds of this ladder, while the elementary school reveals only one or two rounds, and may be so poorly taught as to occasion a belief in the mind of the average pupil that he has reached in six or eight years a level summit of all that is solid and enduring in human progress.

PRESIDENTS AS DEFENDERS.

"From this Philistinism it is the good fortune of our land to have defenders, not only in the choice leaders of the corps instructors in elementary schools, high



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Surpassing quality

e in the service of our counand of God's truth."

YT PATTEN'S SPEECH.

t Hadley, President Patten ade a short extemporaneous in he congratulated Dr. Butopportunity opening before President Patten, President eago University, made an adws:

NT HARPER'S ADDRESS.

of every kind sooner or themselves to the forward civilization. This is particued cational institutions, and an adaptation is especially n institutions of a higher story of higher education in ates, from the year in which ounded to the present time, history of the growth and American civilization. Each ution, for example the New ge as it existed a hundred ago in New England and exttered all through the Westthe State University which. form, may be said to be the e last half century; or the nology, in most recent years ce side by side with, or as a iversity; or the university in nse, which is the product of ecades each type of instituresents a phase of growth or wth. in the life of the nation. latest phase of institutional that is illustrated by the haracter of the university we are this afternoon.

nd of life in these last years toward that centralization s most tangible expression in great cities. That same tenwn itself in mahy of the actimake up life, as well as in which relate to the places of have taught this as the most vement of the last quarter of

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splended city of which she is the greatest institution."

COMMSSIONER HARRIS'S ADDRESS.

W. T. Harris, United States Commissioner of Education, was the next speaker. He said:

"It is my part on this auspicious occasion to remind you of the public schools of the country, and to bear testimony to the general interest everywhere manifested in the event of to-day, not only throughout the State universities and city high schools, but among the teachers and superintendents of the elementary schools.

"For you, sir, who come to-day to succeed a long line of distinguished presidents in this venerable seat of learning, you have for many years made yourself a welcome member of the National Association of Teachers, and aided its deliberations by your counsels. You have endeared yourself to its members by your frank and cordial fellowship. From the first you have associated yourself with that goodly number of leaders in higher education in our land who have realized how important it is to conduct even the most elementary education of the people in the light of the highest and best in human learning. You have labored for the enlightenment of the masses, and you have seen that this enlightenment must come, not from a people's school which gives possession of a limited number of technical acquirements, skilled manipulations, and trained facilities, but rather from a school which opens to the minds of the children a vision of the far-off shining summits of human achievement in letters and arts, and in heroic service of humanity.

"Elementary education ought to create a

Grape Huts.

"YOU MEAT EATERS."
The Baltimore Man Says Things.

You meat-eaters who are ailing in any sort of way might take a valuable hint from the following:

A gentleman in Baltimore writes: "For a long time I steadily ran down because of an intense pain in my side, and also in the pit of my stomach. I was miserable, and everything I ate caused distress. I fell away from 185 pounds to 150. Lost my ambition for work, was drowsy all of the time, felt tired in the morning as I did upon going to bed at night.

"I was a steady meat-eater three times a day for several years. Somebody told me that if I would change my diet and take Grape-Nuts Breakfast Food at two meals in the day I would improve. I made the experiment and in less than two weeks began to improve very rapidly. My appetite came back, and I siept better than I had for months.

"I used Grape-Nuts both at breakfast and lunch and ate a little meat for dinner, but not much. I discovered that a few teaspoonfuls of Grape-Nuts would furnish more nour/shment than quantities of meat.

"My improvement has continued until now I weigh 195 pounds, which is a gain of about 45 pounds in five months, and I feel in magnificent condition. Please do not publish my name if you use this letter, but I will gladly tell any person of the benefits received if self-addressed, stamped envelope is sent." Name given by Postum Co., Battle Creek, Mich.

from generation to generation.

"The university reveals many rounds of this ladder, while the elementary school reveals only one or two rounds, and may be so poorly taught as to occasion a belief in the mind of the average pupil that he has reached in six or eight years a level summit of all that is solid and enduring in human progress.

PRESIDENTS AS DEFENDERS.

"From this Philistinism it is the good fortune of our land to have defenders, not only in the choice leaders of the corps of instructors in elementary schools, high schools, and State universities, but in all public-spirited professors and presidents of privately endowed institutions.

"In the two parts of higher education the first, or that of undergraduate study in the college, is devoted to learning principles that will connect the present with the past and

[Continued on next page.]



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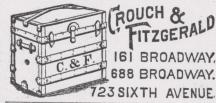
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We carry a large assortment of Stacles and Eyeglasses ready to we can duplicate a broken lens or while you wait. Our quick order pair factory is always ready with stup.

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Tel.: 142 Madison Sq. 430-444 First A Artificial Vichy, Kissingen, Selters, Ez Lithia Water, Lithia-Vichy, Lithia-Carlsh Marienbad, Fulina, Bilin, Double and Quaruple Carlsbad, Carbonic Club Soda, in phons, also in bottles for out-of-town delive

BUTLER INSTALLATION.

[Continued from Preceding Page.]

unite them in one organic whole. The student must learn to interpret the present in terms of the past and also the past in terms of the present, so that he may acquire a habit of seeing the world as a progressive development from nature to man and from man as animal towards man as image of the Divine. Higher education is a course in philosophy, in so far as it shows to the student how all branches of human learning form a connected whole, and in so far as it treates in him the habit of looking upon each branch as a contribution to the better understanding of all others.

But higher education does not end until it has taught the student how to concentrate all his powers on a special investigation, using his experience and his acquired learning to assist in the discovery of something that is new and useful.

thing that is new and useful.

"In view of the significance of higher education to all our schools and to all our people, we who are here to-day express our joy over the President of Columbia University, and congratulate its trustees, its faculty, its students, and its new President, Dr. Nicholas Murray Butler."

THE INAUGURAL ADDRESS.

When Mr. Harris had finished speaking, President Butler arose and delivered his inaugural address:

"President Roosevelt, Mr. Chairman, and gentlemen of the trustees, my associates of the faculty, alumni, and students of Columbia, our welcome guests, ladies, and gentlemen:

"For these kindly and generous greetings I am profoundly grateful. To make adequate response to them is beyond my power. The words that have been spoken humble as well as inspire. They express a confidence and a hopefulness which it will tax human capacity to the utmost to justify, while they picture a possible future for this university which fires the imagination and stirs the soul. We may truthfully say of Columbia, as Daniel Webster said of Massachusetts, that her past, at least, is secure; and we look into the future with high hope and happy augury.

"To-day it would be pleasant to dwell upon the labors and the service of the splendid body of men and women, the university's teaching scholars, in whose keeping the honor and the glory of Columbia Their learning, their devotion, and their skill call gratitude to the heart words of praise to the lips. It would be pleasant, too, to think aloud of the pro-cession of men which has gone out from Columbia's doors for well-nigh a century and a half to serve God and the State: and of those younger ones who are even now lighting the lamps of their lives at the altar-fires of eternal youth. Equally pleasant would it be to pause to tell those who labor with us-North, South, East, and West-and our nation's schools, higher and lower alike, how much they have taught us, and by what bonds of affection and fellowservice we are linked to them.

THE SPIRIT AND LIFE OF THE UNIVERSITY.

"All these themes crowd the mind as we reflect upon the significance of the ideals which we are gathered to celebrate; for this is no personal function. The passing of position or power from one servant of the passing of position of the passing of the passing of position of the passing of position of the passing of the pa

The shifting panorama the centuries reveals three separate and underlying forces which shape and afrect the higher civilization. Two of these have a spiritual character, and one appears to be, in part at least, economic, although clearer vision may one day show that they all spring from a common source. These three forces are the church, the state, and science, or, better, scholarship. Many have been their interdependences and manifold their intervinings. Now one, now another, seems uppermost. Charlemagne, Hildebrand, Darwin are central figures, each for his time. At one epoch these forces are in alliance, at

knowing and reflecting upon, of what may best compel his scholarly energies, has changed greatly with the years. His earliest impressions were of his own insignificance and of the stupendous powers and by which he was surrounded and The heavenly fires, the storm-cloud ruled. and the thunderbolt, the rush of waters and the change of seasons, all filled him with an awe which straightway saw in them manifestations of the superhuman and the divine. Man was absorbed in nature, a mythical and legendary nature to be sure, but still the nature out of which science was one day to arise. Then, at the call of Socrates, he turned his back on nature and sought to know himself, to learn the secrets of those mysterious and hidden processes by which he felt and thought and acted. The intellectual center of gravity had passed from nature to man. From that day to this the goal of scholarship has been the understanding of both nature and man, the uniting of them in one scheme or plan of knowledge, and the explaining of them as the offspring of the omnipotent activity of a creative spirit, the Christian God. Slow and painful have been the steps toward the goal, which to St. Augustine seemed so near at hand, but which has receded through the intervening centuries as problems grew more complex and as the processes of inquiry became so refined that whole worlds of new and unsuspected facts revealed themselves. Scholars divided into two camps. The one would have ultimate and complete explanations at any cost; the other, overcome by the greatness of the undertaking, held that no explanation in a large or general way was possible. The one camp bred sciolism; the other narrow and helpless specialization.

RISE OF THE MODERN UNIVERSITY.

"At this point the modern university problem took its rise; and for years the university has been striving to adjust its organization so that it may most effectively bend its energies to the solution of the problem as it is. For this purpose the university's scholars have unconsciously divided themselves into three types or classes-those who investigate and break new ground; those who explain, apply, and make understandable the fruits of new vestigation; and those philosophically minded teachers who relate the new to the old, and, without dogma or intolerance, point to the lessons taught by the developing human spirit from its first blind gropings toward the light on the uplands of Asia or by the shores of the Mediterranean, through the insights of the world's great poets, artists, scientists, philosophers, statesmen, and priests, to its highly organized institutional and intellectual life of to-day. The purpose of scholarly activity requires for its accomplishment men of each of these three types. They are allies, not enemies; and happy the age, the people, or the university in which all three are well represented. It is for this reason that the university which does not strive to widen the boundaries of human knowledge, to tell the story of the new in terms that those familiar with the old can and to put before its students understand a philosophical interpretation of historic civilization, is, I think, falling short of the demands which both society and university ideals themselves may fairly make. THE DANGERS OF SPECIALISM.

"Again, a group of distinguished scholars separate and narrow fields can no more admirably developed nerves, without a brain and spinal cord, can produce all the activities of the human organism. It may be said, I think, of the unrelated and unex plained specialist, as Matthew Arnold said of the Puritan, that he is in great danger; because he imagines himself in pos-session of a rule telling him the unum necessarium, or one thing needful, and that he then remains satisfied with a very crude conception of what this rule really is, and what it tells him, and in this dangerous state of assurance and self-satisfaction proceeds to give full swing to a number of the instincts of his ordinary self. And these instincts, since he is but human, are toward a general view of the world from the very

gan of scholarship, and in this sense it aims to be its embodiment. The place of scholarship has been long since won, and is more widely recognized and acknowledged than ever before. The church and the state, which first gave it independence, are in close alliance with it and it with them. The three are uniting in the effort to produce a reverent, well-ordered, and thoughtful democratic civilization in which the eternal standards of righteousness and truth will increasingly prevail.

miles that the standard was to prove

THE UNIVERSITY FOR BOTH SCHOLARSHIP
AND SERVICE.

"But a university is not for scholarship alone. In these modern days the university is not apart from the activities of the world, but in them and of them. It deals with real problems, and it relates itself to life as it is. The university is for both scholarship and service; and herein lies that ethical quality which makes the university a real person, bound by its very nature to the service of others. To fulfil its calling the university must give, and give freely, to its students, to the world of learning and of scholarship, to the development of trade, commerce, and industry, to the community in which it has its home, and to the state and nation whose fosterchild it is. A university's capacity for service is the rightful measure of its importunity. The university's service is today far greater, far more expensive, and in ways far more numerous than ever fore. It has only lately learned to serve, and hence it has only lately learned the possibilities that lie open before it. Every legitimate demand for guidance, for leadership, for expert knowledge, for trained skill, for personal service, it is the bounden duty of the university to meet. It may not urge that it is too busy accumulating stores learning and teaching students. Serve it must, as well as accumulate and teach, upon pain of loss of moral power and pairment of usefulness. At every call it must show that it is

"Strong for service still and unimpaired.

"The time-old troubles of town and gown are relics of an academic aloofness which was never desirable and which is no longer possible.

GREAT UNIVERSITIES MADE BY GREAT PER-SONALITIES.

"In order to prepare itself for efficient service the university must count in its ranks men competent to be the intellectual and spiritual leaders of the nation and competent to train others for leadership. Great personalities make great universities. And great personalities must be left free to grow and express themselves, each in his own way, if they are to reach a maximum of efficiency.

"Spiritual life is subject neither to mathematical rule nor to chemical analysis. Rational freedom is the goal towards which the human spirit moves, slowly but irresistibly, as the solar system towards point in the constellation Hercules; and rational freedom is the best method for its movement. Moreover, different subjects in the field of knowledge and its applications require different approach and different treatment. It is the business of the university to foster each and all. It gives its powerful support to the learned pro-fessions, whose traditional number has of been added to by architecture, en-eering, and teaching, all of which are gineering, and teaching, all of which are closely interwoven with the welfare of the community. It urges forward its investi-gators in every department, and rewards their achievements with the academic laurei. It studies the conditions under which school and college education may best be given, and it takes active part in advancing them. In particular, it guards the price-less treasure of that liberal learning which I have described as underlying all true scholarship, and gives to it full-hearted care and protection. These are all acts of service direct and powerful.

CONTRIBUTION TO NATION, STATE, AND CITY.

"The university does still more. It lends its members for expert and helpful service to nation, State, and city. University men are rapidly mobilized for diplomatic service, for the negotiation of important

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"Scholarship are university's ideal day is not the liferance of processing the march of the march

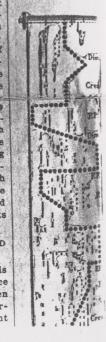
The benediction op Potter.

Gathering at Si

To-night the al sity will give a d at Sherry's. Abou ent, together wit cluding officers many universities

Dean Van Amrii man of the Alum speakers will be will, of course, Mayor Low, who bia University and lard Bartlett, alumni. The toast sponded to by All Johns Hopkins, no Review of Reviews sponded to by He merly Chief of th and now President stitute of Technolo responded to by man, President Louisiana. The fir versity," will be

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evenus three separate and underlying forces which shape and direct the higher civilization. Two of these have a spiritual character, and one appears to be, in part at least, economic, although clearer vision may one day show that they all spring from a common source. These three forces are the church, the state, and science, or, better, scholarship. Many have been their interdependences and manifold their intertwinings. Now one, now another, seems uppermost. Charlemagne, Hildebrand, Darwin are central figures, each for his time. At one epoch these forces are in alliance, at another in opposition. Socrates died in prison, Bruno at the stake. Marcus Aurelius sat on an Emperor's throne, and Thomas Aquinas ruled the mind of a universal church. All else is tributary to these three, and we grow in civilization as mankind comes to recognize the existence and the importance of each.

WHEN SCHOLARS WERE PROPHETS WITH-OUT HONOR.

"It is commonplace that in the earliest family community church and state were one. The patriarch was both ruler and priest. There was neither division of labor nor separation of function. When development took place, church and state, while still substantially one, had distinct organs of expression. These often clashed, and the separation of the two principles was thereby hastened. As yet scholarship had hardly any representatives. When they did begin to appear, when science and philosophy took their rise, they were often prophets without honor, either within or without their own country, and were either misunderstood or persecuted by church and state alike. But the time came when scholarship, truth-seeking for its own sake, had so far justified itself that both church and state united to give it permanent organization and a visible body. This organization and body was the university. For nearly ten centuries a period longer than the history of parliamentary government or of Protestantism-the university has existed to embody the spirit of scholarship. Its arms have been extended to every science and to all letters. It has known periods of doubt, of weakness, and of obscurantism; but the spirit which gave it life has persisted and has overcome every obstacle. Today, in the opening century, the university proudly asserts itself in every civilized land, not least in our own, as the bearer of a tradition and the servant of an ideal without which life would be barren and the two remaining principles which underlie civilization robbed of half their power. To destroy the university would be to turn back the hands upon the dial of history for centuries; to cripple it is to put shackles upon every forward movement that we prize-research, industry, commerce, the liberal and practical arts and sciences. To support and enhance it is to set free new and vitalizing energy in every field of human endeavor. Scholarship has shown the world that knowledge is convertible into comfort, prosperity, and success, as well as into new and higher types of social order and of spirituality. 'Take fast hold of in-struction,' said the wise man; 'let her not go; keep her; for she is thy life."

THE PRESENT GOAL OF SCHOLARSHIP. "Man's conception of what is most worth

plained specialist, as Matthew Arnold said of the Puritan, that he is in great danger; because he imagines himself in possession of a rule telling him the vium necessarium, or one thing needful and that he then remains satisfied with a very crude conception of what this rule really is, and what it tells him, and in this dangerous state of assurance and self-satisfaction proceeds to give full swing to a number of the instincts of his ordinary self. And these instincts, since he is but human, are toward a general view of the world from the very parrow and isolated spot on which he stands. Only the largest and bravest spirits can become great specialists in scholarship and resist this instinctive tendency to hasty and crude philosophizing. The true scholar is one who has been brought to see the full meaning of the words development and history. He must, in other words, be a free man as Aristotle understood the term. The free man is he who has a largeness of view which is unmistakable and which permits him to see the other side; a knowledge of the course of man's intellectual history and its meaning; a grasp of principles and a standard for judging them; the power and habit of reflection firmly established; a fine feeling for moral and intellectual distinctions; and the kindliness of spirit and nobility of purpose which are the support of genuine character. On this foundation highly specialized knowledge is scholarship; on a foundation of mere skill, deftness, or erudition, it is not. The university is concerned with the promotion of the true scholarship. It asks it in its scholars who teach; it inculcates it in its scholars who learn. It believes that the languages, the literatures, the art, the science, and the institutions of those historic peoples who have successively occupied the center of the stage on which the great human drama is being acted out, are full of significance for the world of to-day; and it asks that those students who come to it to be led into special fields of inquiry, of professional study. or of practical application, shall have come to know something of all this in an earlier period of general and liberal studies. THE SCHOLAR AS EMERSON DREW HIM.

be said, I think, of the unrelated and unex-

"Mr. Emerson's oration before the oldest American society of scholars, made nearly sixty-five years ago, is the magnetic pole toward which all other discussions of scholarship must inevitably point. His superb apology for scholarship and for the scholar as Man Thinking, opened an era in our nation's intellectual life. The scholar as Mr. Emerson drew him is not oppressed by nature or averse from it, for he knows it as the opposite of his soul, answering to it part for part. He is not weighed down by books or by the views which Cicero, which Locke, which Bacon have given, for he knows that they were young men like himself when they wrote their books and gave their views. He is not a recluse or unfit for practical work, because he knows that every opportunity for action passed by is a loss of power. The scholar, in short, as the university views him, and aims to conserve and to produce him and his type, is a free man, thinking and acting in the light of the world's knowledge and guided by its highest ideals.

"In this sense the university is the or-

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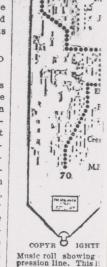
given, and it takes active part in advancing them. In particular, it guards the priceless treasure of that liberal learning which I have described as underlying all true scholarship, and gives to it full-hearted care and protection. These are all acts of service direct and powerful.

CONTRIBUTION TO NATION, STATE, AND CITY.

"The university does still more. It lends its members for expert and helpful service to nation, State, and city. University men are rapidly mobilized for diplomatic service, for the negotiation of important treaties, for the administration of dependencies, for special and confidential service, to the Government, or some department of it, and, the task done, they return quietly to the ranks of teaching scholars, as the soldiers in the armies of the war between the States went back to civil life without delay or friction. These same university men are found foremost in the ranks of good citizenship everywhere and as laymen in the service of the Church. They carry hither and you their practical idealism, their disciplined minds, and their full information, and no human interest is without their helpful and supporting strength. It is in ways like these that the university has shown, a thousand times. that sound theory and correct practice are two sides of a shield. A theorist is one who sees, and the practical man must be in touch with theory if he is to see what it is that he does.

THE FUTURE YET TO BE SEEN.

"What the future development of the great universities is to be perhaps no one can foresee. But this much is certain. Every city which because of its size or wealth or position aims to be a center of enlightenment and a true world-capital must be the home of a great university. Here students and teachers will throng by the mere force of intellectual gravitation, and here service will abound from the mere host of opportunities. The city, not in its corporate capacity, but as a spiritual entity, will be the main support of the university, and the university, in turn, will be the chief servant of the city's higher life. True citizens will vie with each other in strengthening the university for scholarship and for service. In doing so they can say, with Horace, that they have builded themselves monuments more lasting than bronze and loftier than the pyramids reared by kings, monuments which neither floor nor storm nor the long flight of years can overturn or destroy. Sir John de Balliol, doing a penance fixed by the Abbot of Durham; Walter de Merton, making over his manor house and estates to secure to others the advantages which he had not himself enjoyed; William of Wykeham, caring generously for New College and for Winchester School; John Harvard, leaving half his property and his library to the infant college by the Charles, and Elihu Yale, giving money and his books to the collegiate school in New Haven, have written their names on the roll of the immortals and have conferred untold benefits upon the human race. Who were their wealthy, powerful, and high-born contemporaries? Where are they in the grateful esteem of the generations that have come after them?



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TO NATION, STATE, AND CITY.

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"Scholarship are service are the true university's idea of the university of to-day is not the House of lost causes, and forsaken beliefs, and unpopular names, and It keeps step with ss, widens its sympaimpossible loyalties. the march of pagr thies with grow og speks only to instruct, a democratic people to uplift, and to se cause of religion ve, in order that the d learning and of huportunity, may be conman freedom and tinually advanced om century to century and from age to

The benediction as pronounced by Bishop Potter.

JUBILEE D NER TO-NIGHT.

ery's as Alumni Tri-sident Butler. Gathering at SI bute to P

To-night the al ni of Columbia University will give a dat Sherry's. Abou ner to President Butler 00 persons will be present, together wit a number of guests, including officers and representatives many universities and colleges.

Dean Van Amringe will preside as Chairman of the Alumii Council. The chief speakers will be Fresident Roosevelt, who will, of course, make the first speech; Mayor Low, who will respond for Columitation. bia University and the city; and Judge Willard Bartlett, '69, who will respond for the alumni. The toast of "Letters" will be responded to by Albert Shaw, a graduate of Johns Hopkins, now editor of the American Review of Reviews. "Science" will be responded to by Henry Smith Pritchett, forsponded to by Henry Smith Pritchett, for-merly Chief of the United States Survey, and now President of the Massachusetts In-stitute of Technology. "Education" will be responded to by Edwin Anderson Alder-man, President of Tulane University of Louisiana. The final toast, "Columbia University," will be responded to by President

Among the guests at the dinner will be

General, Assistant Secretary of State Hill, Regent T. Guilford Smith, Arnold Hague, Secretary of the National Academy of Sciences; President Eliot, President Hadley, President Harper, President Schurman, Commissioner Harris, President Remsen, President Angell, Provost Harrison, President George William Smith, Chancellor Andrews, President Dabney. Every class will be represented from 1840 to 1901.

White the commence of the second

PRESIDENT DRAPER'S LETTER.

Message from One Who Was Kept Away from the Installation by an Accident.

President A. S. Draper of the University of Illinois, who was to have spoken at the Butler installation on behalf of State universities, but was prevented by a accident necessitating the amputation of his leg, sent the following letter:

Champaign, Ill., April 18.—President Nicholas M. Butler, Columbia University, New York city: The great West was deepinterested in the political events which claimed President Low, and the men of the schools, particularly of the universities in the West, were delighted at your accession to the Presidency of Columbia. Your learning and your self-sacrificing enthusiasm have made you personally known to more people in the West than any other Eastern leader in our American education. With one accord they expect your administration to be distinguished in history and to give even larger outlook and higher significance to the future of a grand old American university. It would have given me unspeakable satisfaction to have gone back to the New York I have loved so well and to have presented, as arranged, the message of the Western State universities at your inauguration. God willed it otherwise, but let me say this much-it is the first act of my convalescence-may you have strength and make Columbia go bravely forward. A. S. DRAPER

AMERICANS IN LONDON.

Many Arrivals in Advance of the Cor-

LONDON, April 19.—The annual American invasion of Great Britain has already set Americans seem to be on every side. and no persons are more welcome, for the storekeepers and hotel-proprietors have had wearisome winter, and are counting on the trade of the coronation visitors. London itself is already donning its new dress for the coronation. Electricians and gasnation, the hotels are in new paint, the Strand and other thoroughfares have been repaired, and visitors will see the best side of London this year.

IMPROVED SERVICE ON PUTNAM DI-VISION.

The system of trains now operated between One Hundred and Fifty-fifth Street and Pocantico Hills will be extended to Yorktown Heights, and some additional trains will be placed in service, with the spring change of time.

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