ADDRESS OF WELCOME BY PRESIDENT ANGELL.

Ladies and Gentlemen: I am glad to know that I can properly use this familiar style of address. For I see before me several ladies who have by their learning fairly earned their place in this society of scientists.

In the name of the regents and the faculties of the university I extend to you all a hearty welcome to our halls. We thank you that you have done us the honor to choose this as your place of meeting. We are proud to see under our roof so many eminent representatives of colleges, universities and learned societies, so many who have by careful study and investigation done much to enlarge the boundaries of human knowledge.

Perhaps you will permit me as your senior to say that when I look back to my college days—now nearly three score years in the past—nothing is more striking to me than the change which has been wrought in the attitude and methods of the teachers of science in our schools of higher learning.

In my student days in the curriculum of the best colleges a very brief period, from six to twelve weeks, was given to any science. The instruction consisted mainly in compelling students to memorize text-books. A few illustrative lectures with experiments performed by the professor were sometimes given, which often instructed us by their failure rather than by their success. Laboratories there were none in any institution. The professors who made any original investigation or who betrayed any knowledge much beyond the range of the text-books were not numerous. From such teaching not much inspiration could be expected.

One of the first men to startle us and inspire us by the revelation of new methods was Louis Agassiz. He accomplished this not alone by his training of pupils at Cambridge and Penikese, but by his popular lectures. As I recall some of these I feel again kindling within me the glow of enthusiasm with which we listened to him, as with his winsome French accent he told us of the development of animal life, and with his skilful and rapid drawing he made a fish fairly flop out of the blackboard. His enthusiasm for research was contagious and soon we had votaries of all the sciences questioning nature at a hundred points.

From those days progress was rapid. And so now the spirit of research is dominant among all scientific men. The perfunctory and mechanical teachers have largely disappeared, and happily the present generation of students are taught to observe, to investigate, to make careful inductions and to work in the true scientific spirit.

We are glad to meet you as you come to us from your laboratories and various fields of research, your faces aglow with the enthusiasm of investigators and discoverers, to whom nature has been compelled to yield up some of her choicest secrets. Your presence and companionship will stir us with a new passion for truth, and when you depart, we shall feel that the priests of science have dwelt under our rooftree and left a blessing on the gates of our dwelling.

SOME ASPECTS OF THE ENDOWMENT OF RESEARCH.[1]

In the days of ancient Rome the returning conqueror borne on his triumphal car must listen to a slave who bade him to remember some joy-dispelling facts.

After the lapse of many centuries the Naturalists, oddly enough, revived this pagan ceremony. By them each year a slave is chosen who, at the next season of

[1] Address at the meeting of the Society of American Naturalists at Ann Arbor, December 28, 1905, by Henry H. Donaldson, chairman of the Central Branch.