

The opinion of Dr. Wayland on this system is, of itself, sufficient authority for its adoption.

We have, then, this starting point, that at home you have an Institution capable of affording to your young men, at a very moderate expense, the highest elements of education, a practical useful education, or a refined intellectual education, or both combined. Let us look back for a moment. A century has not rolled by since on the spot where we now stand the wild Indian had his home. Centuries had followed upon centuries, and son succeeded sire, without change. The winter's cold and the summer's heat came in their turn, and nature bloomed and withered as the vernal sun or autumn's blasts gave or destroyed life. The River rolled on its mighty volume to the sea, and rose and fell as it does now with the melting snows or the parching droughts; but its bank gave no sign of advancing civilization. What had been, was—'twas still the same. Yet in all that constitutes a man the Indian was as perfect as ourselves—as lithe of frame, as subtle of intellect, as keen in the pursuit of pleasure, as enduring, as courageous, more temperate, more chaste, in council as wise, in war as daring. Look now along the banks of this same River. Towns and villages, and cities, and farms, and institutions of learning, and trade and commerce,—all speak of an advancing and permanent civilization, tending to promote the happiness and elevation of your race; and the chimes of your Christian churches, as on the Sabbath eve they echo from your hills and are borne along your valleys and your plains, speak of a civilization whose benefits are not to be limited by time. Whence, then, this change? What makes this difference? Need I say it simply results from that education of which you have the opportunity of availing yourselves—from that education which, since the discovery of printing, has enabled our forefathers and ourselves to start with all the advantages of a knowledge of the Past, and to draw from the storehouses of the Dead the means of sustaining and extending