

means of giving a liberal education must exist within the University. It is very nearly as costly to educate fifty as five hundred, for the appliances for a complete education must be the same, whether for the larger or the smaller number, just as a ship must be sea-worthy and complete in all its costly appointments, whether it happens to carry fifty passengers or its complement of a thousand. You cannot measure the outlay by the first numbers who may take advantage of it.

In its session of 1854, our University had, in addition to its medical class of thirty-six, just half-a-dozen students, but it was necessary to begin with the number which then offered, or to close its doors. It could never have expected its two hundred and fifty now, or its five hundred, or one thousand hereafter, unless it began with its half-dozen then. A commencement must at some time be made in every enterprise, and when the enterprise has for its object the improvement and elevation of a people, the sooner the beginning is made the better, for the agencies of intellectual and moral progress do not act quickly, their results are gradual and painfully slow. It is then our obvious and imperative duty in the present generation to lay, as a necessity of national life, a foundation of national education; although the superstructure may not be completed in our time; to plant the tree, although it may only be expected fully to mature and fructify, for our children or our children's children;—this is an elementary and inexorable condition for a nation's growth. If the men of the present day live only for the present day, resting upon the niggardly and miserable thought that we owe nothing to posterity—we are a people doomed, indeed, to hopeless and everlasting dwarfishness. But let us meet directly the assumption that the expenditure of money exceeds the beneficial returns from it. I deny that the numbers educated furnish alone a criterion of the true value of the work performed. But if they do, the aggregate of those numbers shows a result which itself neutralizes the objection. Since the first subscription to the Endowment Fund, the University has sent out not less than seven hundred graduates, exclusive of a great number, amounting to thousands, from its affiliated schools. This is no small contribution to the educated intelligence of the country, but I am not disposed to rest upon this fact. The subject justifies the occupation of higher ground. I repeat that numbers alone furnish no just criterion of the true value of the work performed. The training of a hundred or of ten young men of capacity, instructed and prepared to go out, and do the work which belongs to the higher order of intelligence, is worth more than all the money which the University has expended, or is ever likely to require. A few such minds, perhaps a single one, of capacious mould and thorough discipline, may shape and govern the destinies of his country, and contribute more to its prosperity and renown than the cost of training a hundred times repeated. A