

thus proves to be only a castle in the air, he may feel that nature has dealt hardly with him in not endowing him with passions like to those of other men.

In treating a theme of perennial interest one naturally tries to fancy what the future may have in store. If the traveler contemplating the ruins of some ancient city which in the long ago teemed with the life and activities of generations of men sees every stone instinct with emotion and the dust alive with memories of the past, may he not be similarly impressed when he feels that he is looking around upon a seat of future empire; a region where generations yet unborn may take a leading part in molding the history of the world? What may we not expect of that energy which in sixty years has transformed a straggling village into one of the world's great centers of commerce? May it not exercise a powerful influence on the destiny not only of the country but of the world? If so, shall the power thus to be exercised prove an agent of beneficence, diffusing light and life among nations, or shall it be the opposite?

The time must come ere long when wealth shall outgrow the field in which it can be profitably employed. In what direction shall its possessors then look? Shall they train a posterity which will so use its power as to make the world better that it has lived in it? Will the future heir to great wealth prefer the intellectual life to the life of pleasure?

We can have no more hopeful answer to these questions than the establishment of this great University in the very focus of the commercial activity of the West. Its connection with the institution we have been dedicating suggests some thoughts on science as a factor in that scheme of education best adapted to make the power of a wealthy community a benefit to the race at large. When we see what a factor science has been in our present civilization, how it has transformed the world and increased the means of human enjoyment by enabling men to apply the powers of nature to their own uses, it is not wonderful that it should claim the place in education hitherto held by classical studies. In the contest which has thus arisen I take no part but