

we may call this our *ambition* for them. As we look at the community we feel these same two desires; we would have it a community of wise and noble persons; and we would have it a prosperous community.

Now our educational work has taken on one character or another, according as *aspiration* or *ambition* has been most prominently in mind. Some, perceiving that we are all "people of whom more might have been made," have been most impressed with the importance of lifting men's personal lives to higher planes. Others have felt most the need of equipping men for special efficiency in the various callings of life. Not the college only, but the entire field of education, from kindergarten to university, has been a battle-ground where these two ideas, unwisely supposing themselves natural foes, have continually fought. But both these desires are in the right. Seen in the larger view there is no possible *casus belli* between them. They are reconciled the moment it is seen to be true that the completest development is itself the most valuable equipment.

Fortunately, the colleges have for the most part taken this larger view, and have courageously kept their courses in accord with it, in spite of efforts from outside to warp them from their true purpose of providing an *education* for men, to that of providing an *occupation* for them; and corresponding efforts to have the *educative* studies removed, and *occupative* studies substituted in their stead.

That the college course will be further improved, as it has been constantly improving in the past, no one can doubt. The important thing is that changes, when they are made, should be made with a clear understanding of the purpose of the college, and in furtherance of this. It would not be best (if, once more, a violently absurd

example may be pardoned) that Esquimaux should be substituted for Greek on a vicious and sophistical ground; such as, for instance, that a young man might some time go on a diplomatic mission to Greenland, and might find it a convenient language to have. Nor should practice on the guitar be substituted for literary exercises, on any such ground as that it is well received in society, and, for purposes of instruction in the female seminaries, might at any moment be a valuable equipment for the struggle of life.

The greatest advance in college work is probably to be expected from improved methods of treatment, rather than from radical changes of the subjects of the course. Much of the elementary work in the languages, both ancient and modern, will no doubt eventually be relegated to the lower schools. More and more the classics will be taught as literatures. The same change, it may be hoped, will some time invade even the modern language courses, so that they will have less of the Ollendorff character, the mere conversational drill, conceived as being useful or ornamental for the "struggle" and more of the character of an intellectual study of the modern European mind in its history and literature. So also in the natural sciences, the lower schools will doubtless one day do a large part of what now the colleges are doing; much of that mere observation and memory, namely, which is not beyond the capacity of the ordinary boy or girl of high school age.

One college study there is in particular, which may be expected to make great advances in its scope and methods. It is a study which has for a long time appeared on all the catalogues; but which, so far as any adequate development is concerned, is still in its infancy. This study, the History of English Literature, has too