

SHOULD A COLLEGE EDUCATE?

BY E. R. SILL.

IN the "American language" (which is simply the most modern English) a *college* and a *university* are two different things. The terms are sometimes confounded in loose popular speech; but the best usage in this country shows an increasing tendency toward a sharp distinction between them. A failure to apprehend this distinction clearly, and a consequent notion that a college is only a little university, or a university only a large college, has sometimes given rise to odd doctrine as to what a college should teach.

In their original signification the words are not widely different: the *universitas* signifying merely a "corporate whole," in law; the *collegium* a "society of colleagues." But the term *university*, in its development in Europe and this country and the term *college*, in its development in this country especially, have become widely differentiated. That which is properly called a university has its own distinct purpose and consequently its own proper methods and appliances. That which is properly called a college has a different purpose, and its methods and appliances are consequently entirely different.

Ideally, a *university* is a place where anybody may learn everything. And this, whether it be as knowledge properly speaking, or as skill. Actually, however, as found existing at present (since few persons after leaving college wish to study beyond the requirements of a bread-occupation), a university consists of a central college, surrounded by a cluster of professional or technical schools, where special branches are pursued, chiefly with reference to some particular calling.

A *college*, on the other hand, is a place where young people, whatever their future occupation is to be, may first of all receive that more or less complete development which we call a "liberal education."*

The character of the college course, then, should be determined purely with reference to the distinct purpose of the college. The human mind being many-sided, the college undertakes to aid its development on all the lines of its natural growth. The tendency of modern life, moreover, with its extreme division of labour, being to force one or two powers of the mind at the expense of the rest, the aim of the college is to forestall this one-sided effect by giving the whole man a fair chance beforehand. While the special or professional schools of the university provide that a person may go as far as possible on some one line of knowledge, which constitutes his specialty, †

* In one or two instances our state charters have employed these terms, *university* and *college*, in such a way to confuse any rational or usual distinction between them. The State of California, for instance, has a "University of California," consisting of a College of Letters, a College of Agriculture, a College of Mining, etc. Of these only the College of Letters answers to the accepted sense of the term "college," the others being what are more properly called professional or technical "schools." The use of the words at Cambridge (U. S.) illustrates their almost universal application in this country: "Harvard University" consisting (in the language of the annual catalogue) of "Harvard College, the Divinity School, the Law School, the Lawrence Scientific School," etc.

† The Johns Hopkins University, at Baltimore, furnishes one example, in this country, of a "university" in somewhat the sense of the term as used abroad. It does not, it is true, exclude college work; but it maintains chairs of original research, and at the same time provides advanced instruction for gradu-