

noblest work in sanctified personal culture and in labor for others are about them. They neglect present opportunity in a dreamy hope of great things to come. Never was there greater folly, Christ bided his time. He waited thirty years before performing a miracle. The element of time must enter into all true culture. Mental products must ripen. Soft, liquid, mellow notes can come only from old violins. Boy preachers are seldom men preachers. Undue development is a monstrosity. This haste is a symptom of the times; it is dangerous. It must be resisted. The man who thinks he is a genius, and so does not need to go through the ordinary processes of preparation, is much in need of going through the Solomonic mortar to be brayed. There is danger that he will be braying in some pulpit if he be not brayed in some mortar. Perhaps this man points to Horace Greeley, to Spurgeon, to Moody. But is he quite sure he is a Greeley, a Spurgeon or a Moody? Out of this bumptiousness comes the desire for "soft electives" in the college course. This tendency shows itself in "short cuts" to professional titles and employments; it advertises itself in wild-cat speculations in business; it runs mad in various forms of gambling. If you want pebbles, go out to the street and find them by the handful: but if you want diamonds, you must dig for them. "Options" will not change your pebbles into nature's diamonds.

It is not the business of a college to give training in professional knowledge; that is the work of the professional school. The academy gives instruction in the elements, the college in the principles, and the professional school in the application of education to the practical uses of life. Let the college lay the broad foundation, and on that foundation let the professional superstructure be erected. In that foundation the classics must have the honored place. Say what you will, the students of the arts course and the students of the scientific course in any college are very different classes of men, and the difference is largely in favor of the former. Explain it how you may, the fact remains. The tree of classical knowledge which has borne such glorious fruit all through the centuries, is not now to be cut down by any empirical axe. From that tree we will have to lop off a twig here and there, as the wisdom and experience of our best educators may suggest; but, thank God, the tree will stand. Men talk of science, and