

classics he sees the perversion of revealed truth; in the mathematical science the expression of ideas greater and more profound than anything in the visible world can represent; in the higher regions of metaphysics he is everywhere confronted with the necessity of the *Ens a se*; aback of the phenomena and discoveries in the physical sciences he recognizes the creative act of God; in the regularity of nature's laws he sees naught but the continuity of the omnipotent fiat of Him to whom a thousand years are but as yesterday; the most abstruse formula of the scientist he resolves in the last analysis into: *Credo in unum Deum, creatorem omnium visibilium et invisibilium.*

To sum up briefly, a course of studies realizes my ideal of *utility*, which imparts knowledge of such character as can be turned into account in any one of the legitimate avocations of life, gives in its acquisition a healthy development to the mental powers, and a christian direction to the moral faculties, is in a word cast in a Catholic mould, and comes out bearing the impress of religion stamped on its every feature.

An education which in this sense is useful to the individual must be beneficial to society. In exact ratio to the number of young men thus educated, it "raises the intellectual tone of society, cultivates the public mind, purifies the national taste, supplies true principles to popular enthusiasm, and fixed aims to popular aspirations, gives enlargement and sobriety to the ideas of the age, facilitates the exercise of political power, and refines the intercourse of private life" (Newman). *Ingenuas didicisse fideliter artes, emollit mores.*

Depend upon it, it is only when our graduates have distinguished themselves in the arts of life, in architecture and engineering, agriculture, commerce, and science, it is only when they have deserved well of their country and church, that the education given here shall be estimated at its true value, and the mission of our college understood and appreciated. Mere theories and speculations may be good enough in their way; but in this matter, our age is too much in earnest, to rest long satisfied with anything short of practical results, or to accept aught other than success as the criterion of merit.

A higher education thus contemplating the needs of our country, our time, and our people, is never found misplaced or mistimed. It is not stationary. It educates for the present. It accommodates itself to the future. It is essentially progressive. It expands with the needs of society, grows with its intellectual greatness, and prepares, as it advances, subjects