

ignorance and stupidity are conceit and sloth.* Either of these vices is almost sufficient, if it has full play, to produce moral and intellectual ruin; but the two combined, and they are

* Cf. Pascal, *Pensées*. (Ed. of Havet), xxxvi.

sometimes found in combination, are often destructive to everything that is best in human character. We have, therefore, no hesitation in placing among the foremost requirements in order to the acquisition of knowledge, a *humble mind* and a *willingness to labour*.

(To be continued.)

UNIVERSITY EDUCATION IN THE UNITED STATES.

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THE great celebration of the two hundred and fiftieth anniversary of the founding of Harvard University has just called attention anew to the condition and tendencies of higher education in the United States. There were present at the festivities in the early days of November not only about 2,500 of the alumni of the college, but representatives from nearly all the other prominent institutions of learning in the land, as well as from several of the universities of the Old World. Never before were so many presidents of colleges and eminent professors gathered together in the Western World. The note that was sounded at the very beginning of the festivities continued to be heard to the end; and no one could have been in attendance without realizing, and in some degree measuring, the extent of the interest that is now everywhere felt in the methods of higher education. Harvard is not only the oldest and largest of our universities, but she is the leader and representative of a tendency that is exerting a vast influence on the other colleges of the land. Some account of this influence and tendency may not be out of place.

The early history of our colleges was shaped after the English model.

It has been estimated that within a very few years after the settlement of Massachusetts Bay the colony contained as many as a hundred men who had received the honors of Oxford and Cambridge. When, in 1636, Harvard College was founded by a gift of the Colonial Legislature, and given the name of a son of Emmanuel College in old Cambridge, it was but natural that the methods of the old colleges should be given to the new institution. The other colleges that in due course of time came to be founded took on similar characteristics. Nor was there any very striking or radical change of method or of spirit till past the middle of the present century. The applicant for admission was required to read easy Latin, and to know something of Greek and the mathematics. After his admission he was expected to devote four years chiefly to supplementing the frugal knowledge he had already acquired in those three great branches of learning. There was very little of the natural sciences, there was even less of the applied sciences; there was next to nothing of history. In short, until near the outbreak of our Civil War, it might have been said in plain descriptive prose, as has since been said in the epigrammatic propagand-