

planets and the undulations of the light-giving ether, as well as with those who wrought out the geometrical principles which form the alphabet of such readings of nature. It would be idle to follow such comparisons further. But again it may be objected, that if our course should not thus degenerate, it will lose the power of conferring profound and accurate scholarship obtained by a more limited course, while it may not attain to the extended knowledge of literature and science at which we aim. This we endeavor to avoid by securing a high standard of matriculation, by means of our preparatory school, and by directing the earlier part of our four years' course principally to the ordinary studies, while we introduce scientific studies and optional branches more fully in the later years. If, then, we are successful in our efforts, we shall secure respectable mathematical and classical attainments in our undergraduates, along with much additional cultivation, and in the latter part of the course some studies leading directly to practical applications of learning. It must be observed, however, that on this subject, also, much misapprehension exists. It is in some cases possible, by exclusive attention to a small range of subjects, during the whole period of study, to attain to a very high proficiency in one of these; but, in attaining this, we do not give an education in the sense of a training for general usefulness and happiness. You produce a specialist, and in a majority of cases a specialist in departments to which in after life little attention may be given, the whole benefit being the training received, and this of a limited extent. The true theory of a collegiate course, on the other hand, is, that it should educate the whole man, and leave him afterward to cultivate the special fields to which taste and duty may direct him;—not educate him a specialist, and leave him afterward to obtain, as he best may, general culture and intelligence. I desire not to be misunderstood in this, as if disregarding instruction properly elementary, or depreciating classical or mathematical learning, for it is true that education must begin with steady attention to a few elements, and in most men it results in ultimate devotion to a few subjects; but, nevertheless, in that part of education which lies within the sphere of the college, it is a principal object to enlarge the field of mental vision, and give breadth of view. The early education of the school must carefully lead the pupil through those narrow and easy paths which his unpracticed feet can tread with advantage; but the college should carry him to the open mountain-brow, whence he can survey the land that lies before him, and discover at once the beginning and the end of any way that he may select for himself. Admitting, then, the full extent and importance of sound elementary training, and of those subjects of the college course which have long been valued as the means of conferring that training and maturing it into scholarship, we also maintain the necessity, not only for practical purposes, but also for the proper formation of the mental character of the student, of a broader course of study.

We shall, then, direct our students to the graces of classical literature, but we shall link these on the one hand with the treasures of that ever-beautiful and ever-changing Nature, from which the poets and orators of old drank in their inspiration, and with that modern literature which, springing from the classic stock, now waves its foliage over our heads, and feeds us with its rich and varied fruits. We shall discipline their minds to abstract thought by the study of mathematics, but we shall connect with this abstract truth its magnificent application to science and the scientific arts in our own time, and with its still more magnificent application in Nature, before man was here to reason.

It may be further asked, will the extension of the collegiate course be successful in attracting those little desirous of the higher education; and may it not rather lose the support of those who are friendly to collegiate education of a less extended character? I answer that we act in the belief that the greater part of educated and thoughtful men are with us in this principle, and that the love of higher education is growing and will grow among all classes in the community. We disclaim, however, any intention of bidding for mere popularity. We are content to collect a large body of able instructors, and to offer their services to the public. If these services are largely accepted, we shall be happy and grateful; if not, we shall mourn the loss to the public more than that to ourselves. I believe, however, that we shall be successful, and that the past history of this university, the success of scientific courses elsewhere, and the failures that have occurred in narrower systems, give us good reason to hope for that best kind of popularity which rests on extended usefulness.