



PRINCETON COLLEGE BULLETIN.

EDITED BY THE PRESIDENT AND MEMBERS OF THE FACULTY.

VOL. I.

JANUARY, 1889.

No. 1.

EDITORIAL.

We lay before our readers the first number of the PRINCETON COLLEGE BULLETIN. Those who have undertaken its management, believe that a publication of this kind has long been needed. It will deal editorially and through signed articles with the educational questions that affect our interests in this seat of learning as well as those of other institutions. It will give original notes and contributions from the different departments of the college; summaries of papers read before the Princeton Scientific and Philosophical Clubs and before other learned bodies outside of Princeton, as well as of papers published in special periodicals by members of the Faculty, notes of current interest and information and announcements of new courses. In short it will aim to give some idea of what the Faculty and Fellows of Princeton College are doing in the different departments of intellectual activity, of the changes in our curriculum by the addition of new courses or subjects, and of the necessities that arise in connection with the development of the College.

THE BULLETIN will thus not only be a means of communication between the Faculty, and the Graduates, Undergraduates and special friends of Princeton College, but will also address itself to the wider circle of kindred institutions, and the general cultured public. Besides recording, for those whom it may concern, the progress and needs of the institution, it may help to bring together those engaged in the different departments of investigation in the

College, who often drift apart and know little of each other, either by reason of their absorption in special pursuits, or for want of a medium for the interchange of ideas.

By giving the results of inquiry in different lines of thought, it may serve in a measure also to quicken thought and to stimulate inquiry; and so likewise to dissipate the idea that still lingers in the minds of some that a professor's sole duty is to teach.

We believe that the graduates will have their interest strengthened by means of an agency which will keep them informed concerning everything that affects the material, moral, and intellectual development of the College.

It is hoped that the BULLETIN will secure sufficient support to justify its appearance three or four times during the academic year.

THE PRESIDENT'S ADDRESS AT THE OPENING OF THE COLLEGE.

SEPTEMBER 12th, 1888.

For the man of letters who is supposed to despise the follies and fashions of the gay world, whose real world is one of ideas, and whose companions are mostly of the silent sort, this month of September that empties the hotels and fills the schools, that sends the professor who has been loitering by the sea or who has summered high in his favorite mountain retreat, back to the duties of the class-room—should possess peculiar interest. Not that I despise the long vacation, for I have been accustomed to think

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that it goes far toward making up for the hardships of our professorial life. I can submit to the limitations of my lot more comfortably, and forego the luxuries of my successful business friend with more equanimity when I remember that he takes no vacation. Let me not comfort myself too much, however, for the professor's time will come after the clergyman's, in all probability, and the public will want to know by and by perhaps, why so much capital is kept idle, and why our colleges are not in operation through July and August. Perhaps we shall be detailed to conduct summer schools, and shall learn, as well as others, how to teach French and German by correspondence and to move through the circle of the sciences in six weeks. There is a popular misunderstanding upon the subject of vacations. A man does not stop teaching because he needs physical rest so much, but because he needs mental reinforcement. The summer is our time for reading. It is the time a man has for doing some work in his department beyond the actual demands made upon him by the class-room. And the vacation is none too long. It is very questionable, indeed, whether we should not get better results if it were longer. And I am not sure but that the system that some colleges have adopted, of allowing their professors at certain intervals a somewhat extended furlough, for the purpose of enabling them to do special work in their departments, is the way to make a professor's time in the long run most beneficial to the institution that is served by his brain.

My partiality for the month of September, therefore, must not be taken to mean that I have never felt it a little irksome to step into the traces, and that I have not felt the collar rub as I moved on with my accustomed load—if the little that I have been in the habit of doing may be so called—of academic duty. But I own to a somewhat different feeling this year. It is prob-

ably because the work was new, the position an unaccustomed one, and that I was anxious to see how I felt in it that I have been anticipating this moment with peculiar satisfaction for a month.

And so, standing here to-day in the discharge of my first official duty as President of the College, I bid you all a hearty welcome to the work and the privileges of this college session. We have reason to thank God for his goodness to us as a Faculty during the time of our separation. We have been kept in good health. Most of us are here to-day to speak for ourselves, and of those who are not here we have tidings that they are well. Some of our colleagues have spent the summer prosecuting the studies germane to their departments in foreign lands, and from one at least of these I have heard enthusiastic accounts of what he has been doing. It is the fact that the present session is my first appearance as the head of this college that accounts for the presence of so large an audience this afternoon. I take it as an indication of your kindly interest in my work, and, while I thank you most sincerely, I would take this opportunity to solicit your continued interest in the College, whether you sustain immediate relations to it as your Alma Mater, or whether you only feel the interest which one naturally has in one of the leading institutions of his town. I fear, however, that you may have been misled by the newspapers into the belief that I should have something interesting to say regarding the work that lies before us in Princeton College. I have so recently said what was in me to say upon this subject that any elaborate address covering the same ground seems hardly called for. And yet, with that respect for the daily press which we insensibly come to feel, and with that conviction so hard to escape, that what the papers say must be true, I do not know that I can do better than acknowledge my obligations to my journalistic friends for

suggesting my theme, and attempt, at somewhat short notice, to do what they seem to expect of me.

The editor of one of our leading religious papers has asked me to give him an article on the future of Princeton, or the Princeton of the future; and I gave a hasty answer without thinking of the audacity of such an undertaking. How do I know what the future of Princeton will be? and what right have I to say what the future Princeton ought to be? Subject to correction, the correction that comes from experience, the correction that will come through the wisdom of colleagues who have had a much wider college experience than I have had, I think I may modestly admit that I have some ideas respecting the future development of our College. But the embodiment of these ideas, in actual college life, will depend very largely upon the contingency that these or similar ideas have likewise been in the minds of other men who are both able and willing to cooperate with me in their realization. It would seem, therefore, to be the part of wisdom to say little about the **Princeton of the future**, but to do with might and main what we can for the Princeton of the present. And yet I like the expression, the Future Princeton. I like it better than the New Princeton, for there is the faintest suggestion of revolution in the latter phrase; of willingness to cut adrift from the past, and to despise history. I like the forward gazing attitude that it implies. I do not say—far from it—“forget the things that are behind.” The things behind are part of us. They are our boast, our pride. But I do say, most earnestly, “reach forth to those things that are before.”

I like the element of expectation that lies in the phrase. It seems to say that something more is looked for than that we should go on as we have been going. We should not really be doing a small work if for the next ten years we kept on giving education

to 400 young men—if we gave a good education, if our methods were sound and our results were solid. But the public would be disappointed. The friends of the College would feel that we had been standing still. I tell you plainly that I do not mean to have the College stand still if I can help it.

I like the epoch-element in this phrase: The Princeton of the Future. You may think that there is no more reason why a change in the presidency of a great institution like this should be epoch-making, than that it should mark a crisis in a sea voyage, when one sailor relieves another at the wheel. But, for good or ill, such a change of administration cannot well be otherwise than epoch-making. For changes of method, of management, of plan, of arrangement, which have been foreseen as desirable, and which would in any event come one at a time, and perhaps at longer intervals, are somehow saved up for a new administration, and are very apt to come all at once. We cannot help this; it is one of the necessities of the situation that those who think change is desirable, will take the present opportunity for saying so. I confess I feel the influence of the thought that Princeton College has been quietly getting ready to step into a larger life, and that the talk about the university idea of which we hear so much, has beneath it a depth of sentiment that, in a very near future, must produce marked visible results in the development of Princeton. If I were not in full sympathy with this sentiment, I should not be here. For I have decided convictions with regard to the possibilities of Princeton, and with regard to what is necessary in the way of material resources in order that these possibilities may become actual.

When we think of the Princeton of the future, and anticipate the improvements that we hope are to come in the next decade, we are not simply nor even chiefly anticipating large additions from year to year to our Freshman Class, or the erection of a

new building now and then upon the campus, however desirable these may be. We are thinking of the opportunities that Princeton is to give for doing advanced work in all the departments of literary activity. An enthusiastic professor very naturally wishes to deal with advanced pupils. And if he happen to be interested in a department that promises rich results in the way of literary or scientific reputation, he is apt sometimes to grow impatient of the classroom drudgery, which is holding him back from the attainment of his end. Hence the young man, not because he knows more but because he has the enthusiasm of personal ambition, is very apt to have lofty conceptions in regard to the kind of work which a college ought to do. This is a most valuable element in our college life, and we can very well afford to foster it and give it weight in shaping the college ideals.

As I shall presently indicate, we have a more immediate work to do in strengthening and making more efficient the existing departments that contribute to the ordinary education leading to the Bachelor's degree; but I am in full sympathy with the idea that the great expansion of Princeton in the future must be determined with reference to the **post-graduate** courses of study—the studies that lead to the higher degrees.

The number of men pursuing these studies will be few, compared with those in the undergraduate department. But for the sake of the unity and continuity of our academic system, and in order that really the best results may be obtained in the ordinary academic curriculum, we should shape that curriculum with some regard to the needs of those who intend to prosecute the higher studies.

There is room for indefinite expansion in the post-graduate departments. There is no reason why we should not expect to have in Princeton a class of men engaged in advanced studies in Philology, Mathematics, Philosophy and Law, just as we have in our

sister institution a large class of men engaged in advanced studies in the department of Theology. There is no reason, save the lack of funds, why Princeton should not be famous for her School of Law as she is already famous for her School of Theology. And there is not only no reason against, but there is every reason in favor of the establishment of a **School of History and Political Science**, which would do work in both graduate and undergraduate lines of study.

The establishment of such a school by the endowment of two or three Professorships, would be, perhaps, the most attractive addition that could be made to our academic system. Such a school would, of course, offer a wide range of electives to students in the Undergraduate course, and would contribute a most important part—as the work of Drs. Sloane and Johnston is already contributing a most important part—to the education that leads to the Bachelor's degree; but it would, besides that, offer courses of study, and opportunities for original work, in preparation for the degree of Doctor of Philosophy. Our present scheme contemplates the giving of this degree to men who offer Political Philosophy as their chief study. Unless, therefore, we mean to be an Examining and not a Teaching University, which I am sure we do not mean to be, our scheme for the conferring of the higher degrees will call for more adequate provision for post-graduate instruction than we now have. But this cannot be accomplished without special endowments.

It is surely not unreasonable to hope, however, that a department so broad, practical, and intimately connected with our best interests as a nation, will sooner or later commend itself to the munificent impulses of some one who is seeking for a channel wherein to direct his benefactions with the most advantage. If this provision were made for our equipment, then, with the arrangements already made for us in

philosophy, and the addition from time to time of such help as may be needed in the ordinary academic department, we should be prepared to do advanced work along the whole line of the academic curriculum. We should be able to do this without prejudice to the work of undergraduate instruction, but rather to its advantage; and, with a large and increasing body of undergraduates from which to recruit our ranks in the higher graduate studies, we should have no difficulty in having a body of men in residence who would create an intellectual atmosphere that would be stimulating in the highest degree in its influence upon undergraduate life. To get the best results, however, we need Fellowships as well as Professorships. But with the good beginning that has been made in this direction, and the interest that our Alumni are taking in their Alma Mater, the increase of University Fellowships is, I think, not too much to hope for.

I do not think there need be any fear that zeal for graduate instruction will operate to the disadvantage of our ordinary **academic course**. The graduate courses, when they shall have been developed, will only be the expansion of work assigned to the undergraduate period, and wisely managed will, I am confident, react beneficially upon the undergraduate department. If however there is need of caution here, I am quite ready to say that our first and main function is to conduct the instruction of the departments that lead to the first degree. This is primarily what we are expected to do. It would be a perversion of trust to think of anything else. It may be more in accordance with our feelings and ambitions to do the higher work, and we may not enjoy the drudgery of making our commonplaces plain to men who find it hard to handle the conceptions with which we work. It is a great luxury to deal only with men who are interested in our departments, and with whom all elementary work may be

presupposed. But it is a luxury that we cannot indulge in and be faithful to the great trust that is reposed in us. It is at the beginning of the curriculum that we need the best teaching, and not at the end of it. Let us be careful then that our ideals do not so far transcend the actual conditions of our academic life as to unfit us for appreciating the needs of young men who, it may be, will never be philologists or philosophers, but who need the best instruction which the masters of the several departments can give them in the elements of these departments. And yet, as I have said already, if our system is to possess continuity, we must arrange our studies with some reference to the higher work, we must so adjust the curriculum of the undergraduate years as to have it lead up naturally to those studies which contemplate the higher degrees. This means that our schedule should be so arranged that, as a man approaches his senior year, he should be allowed to concentrate his attention, to a very considerable extent, upon the subject or subjects to which he wishes to give his life. By the time a man becomes a senior he should be able to give himself to ancient or modern literature, or to physical science in one or more of its departments, or to philosophy, or to political science, without being embarrassed by the necessity of prosecuting studies that are not germane to his life-work. I think it is pretty generally conceded that there are too many required studies in the senior year; and I know that, with regard to both the senior and junior schedules, there are professors who think that their departments should receive the attention of the students earlier than they now do. I do not think it will be possible, or even wise, to resist the claim that is made for an addition to the number of elective studies in the junior year. But, to meet this claim, it will be necessary to throw some of the junior departments down into sophomore year, as some senior departments should

probably go into the junior year; and that will involve a sacrifice of an hour or two, for a portion of the year at least, on the part of some of the departments now more than fully represented in the sophomore year. I foresee very clearly the difficulty that this involves. If we widen the range of electives in the Junior year we shall, probably, have smaller elective classes, and it will be hard for professors who have been teaching Greek and Latin to the best men of the class, to divide with the professors of Biology or History. And if the hours given to required Mathematics or Classics are to be shortened in the Sophomore year to make room say for Logic, we should be brought face to face with the necessity of making the *minimum* for the departments necessary for our degree a little less than it now is, and make up for it by introducing early in the course—say in the Freshman year—the distinction between Pass and Honor work, so that those who wish to do so and are fit for it, may pursue advanced studies from the beginning. We should, probably, succeed in making, of the few who would do the work, better scholars than we can make under our present system; and we should, in this way, make up for the slight loss that a department might suffer by the encroachment of other studies upon what has hitherto been its special domain.

The whole subject of **electives**—with which most of you are so much more familiar than I am that it seems almost immodest for me to speak of it so boldly in your presence—is one of admitted difficulty. Any plan that we may adopt will, I am sure, be the result of a very careful comparison of views and of many compromises of individual opinion in deference to prevailing desire and for the sake of securing the best results. So far, however, as I can now be said to have any fixed opinion upon the subject, I am sure that a few principles should govern us in regard to the arrange-

ments of the required and of the elective studies. We should certainly place those studies first that are presupposed in other departments. Thus, Logic, Psychology and Ethics would, without doubt, be regarded as the proper order of studies in Philosophy; so, I suppose, in other departments the genetic relations of the sciences would determine their order of precedence. Then, in the elective studies, I should say (1) that the group-system should in the main prevail. I do not think that a man is necessarily being educated because he selects fifteen hours a week out of a schedule of studies. There should be such a body of cognate studies in a student's group of electives that he can be fairly said to be giving his attention in the main to a department. This will have the disadvantage of cutting a man off from some studies that he would like to prosecute. And for those that are of sufficient magnitude to enter into the general equipment of life, I should be disposed to make a very liberal allowance; and I do not think that there ought to be much difficulty in discriminating between the relative values of electives, through the partiality of a professor for his department. A man should not be so blinded by prejudice in favor of his specialty as to be incapable of seeing that, however interesting to him and however essential to a complete acquaintance with a general group of studies his department may be, it is not intrinsically possessed of the general educational value which belongs to an elective taught by another professor. There ought not to be—though I dare say there will be—any great difficulty in discriminating between those electives which, because of their general importance, might be regarded as electives at large, and those which are fixed as members of a special group and system. (2) Then, in the next place, there should be a very firm stand taken at the outset that courses of lectures should not be allowed to rank as electives, and displace more serious and more difficult

studies, unless they are fair equivalents for the studies that they supersede.

If these general principles are kept in view, I think that, without suffering any loss of benefit which the old system of required studies secured, we may reap the full advantage that our new system now has, while allowing a wider range to the exercise of individual choice and the cultivation of special aptitudes. The general principle which now governs the college, according to which the studies of the Freshman and Sophomore years are required of all students, and which makes both Greek and Latin and Mathematics essential parts of the curriculum, is one upon which, I suppose, we are all agreed. The changes that will come are only the inevitable result of the expansion of the college and along the line of the conservative policy that has governed it heretofore. It is important, however, that when the matter is discussed in the committee of the Faculty, as well as in the Faculty itself, we may reach results upon the whole subject, both general enough and lasting enough to make it unnecessary to dislocate the entire schedule whenever a new department is introduced into the curriculum.

I shall show no lack of interest, I trust, in any of the departments of the College; and I shall not be so devoted to the interests pertaining to my own line of studies as to neglect the claims of those subjects with which I can be said to have only a very remote or even a slight acquaintance. At a suitable time, and as soon as practicable, I shall make an appeal for reinforcements in the department of Philosophy. It will be easy to show, when the time comes, our need of new strength in this most important branch of study if it is to keep the relative place it has had in this College in former years, and is to cope successfully with its powerful rival, Science, in that friendly competition for the suffrages of the student-body, which, contributes so largely to the

enthusiasm of our academic work.

And so, though the department is one somewhat foreign to my own habits of thought, I shall be glad if the fine beginning that has been made in the department of Æsthetic Philosophy and Archæology shall be developed through the fostering influence of friends who will take it under their special patronage. It is a most important part of our College system and is most deserving of strong support.

But, in preference to personal preference or taste, our first business must be to supply the things most obviously lacking in our course of study. Through the appointment of Mr. Marion M. Miller, one of our recent graduates, as Instructor in English, we shall be able to give increased attention this year to this department. I can understand the desire that seems to be growing for more ample provision in our colleges for the study of English. We are apt to feel about the English language somewhat as Bagehot did about English literature when he said:

“For the English, after all, the best literature is the English. We understand the language; the manners are familiar to us; the scene at home; the associations our own. Of course, a man who has not read Homer is like a man who has not seen the ocean. There is a grand object of which he has no idea. But we cannot be always seeing the ocean. Its face is large; its smile is bright; the ever-sounding shore sounds o'er. Yet we have no property in them.”

This is all very well; and I have no wish to say a word that is not in the direct line of promoting the interests of both the English language and English literature; yet I would take occasion to say to those who are drawn to these studies because they expect to devote their lives to pursuits that will require them to use their native language skilfully and with effect in written form, that they must not suppose that mastery of English literature will exempt them from

the necessity of study in other departments. It does not follow that we shall be able to write like Addison because we know Addison's style. We may know Milton, but we shall not have Milton's amplitude of vision unless we have some of Milton's learning. We may read Browning, but Browning's wealth of allusion comes out of his intimate acquaintance with history, his life under Italian skies, and his deep knowledge of the human heart, and not out of his knowledge of English literature. We can teach literature perhaps by simply knowing literature, but if we wish to make literature we must know something else. And I do not believe that the study of English will ever supersede, in the making of our English style, the study of Latin and Greek; just as I do not believe that the study of French and German can ever supersede the classic tongues for the purpose of general culture, necessary as the modern languages unquestionably are as tools to be used in the prosecution of any department of inquiry. And because they are necessary for this purpose, I think we should heed the call that comes to us from the side of both science and philosophy, that a more determined effort be made to give students a reading acquaintance with these languages before they reach the higher work of the Junior year. We should also place Latin on a level with Greek in the facilities for its study, and, as in the case of the latter, have three professors.

With these additions to our teaching force, and a permanent arrangement for the teaching of early English, and an additional Professorship in the department of Political Science, which is greatly needed, we might consider ourselves pretty fully equipped for the work of the undergraduate curriculum, besides having at our disposal the material for large additions to our post-graduate departments.

Let me revert to Mr. Miller so far as to say that we add his name to the long

list of which we feel so proud, and that represents most forcibly the position that our College is taking in the educational work of our land. I can not lay my hands upon the exact statements* that have recently been published in the newspapers; and it suffices for me to remind you of some of the professorial appointments that have fallen to the lot of Princeton Graduates during the past year: Mr. Armstrong in Philosophy at Wesleyan University; Mr. Baldwin in Philosophy at Lake Forest; Mr. Green in Philosophy at Miami; Mr. Woodrow Wilson in Political Science in Wesleyan; Mr. Boyd in Mathematics at Macalester; Mr. McNeil in Astronomy at Lake Forest; Mr. Warfield to the Presidency of Miami University; Mr. Guyot Cameron to the Chair of Modern Languages in Miami; Mr. McClumpha to the Instructorship in English in Bryn Mawr. This is not a complete list, but it illustrates the work that the College is doing, and is in itself a loud call for ample equipment for the great work of training men to fill important posts in the educational institutions of our land. There are difficulties in the way of our having technical professional schools in connection with Princeton College, though I do not think that question is so completely closed as many do; but there is nothing to prevent our doing at once treble the amount of work that we are now doing in preparing men to fill professorial positions.

Our friends must remember that it is a matter of most serious importance to our religious life as a people to have the Chairs of History and Biology and Physics and English filled by men who are imbued with the sound fundamental ideas that the world properly associates with a Princeton training. We must remember, too, that the time has gone by when any minister not successful as a preacher who, nevertheless, has kept up his reading in the Greek Testament, is thought the proper person to

* See page 13.

place in a Chair of Greek in a Western College. These new colleges are springing up all over the West—rapidly, and for the performance of a most essential function in the growth of civilization. The men sought for to fill the chairs in these institutions are young men—men of special ability and special attainment in the departments for which they are selected. We must remember, too, that Princeton holds a place in the esteem of the regions that foster these Colleges that will give her men especial advantages. It only remains that we so equip our departments that, through our Professorships and through our Fellowships, young men whose literary ambition will lead them into professorial work, may have opportunity for full equipment here, within the walls of our lecture rooms. And I would say to those young men who may be asking what profession they should choose; who have the ambition and the endurance necessary for doing really good work, that I do not know a more attractive field for the exercise of one's gifts, or one which offers such promise of the early fruit of literary toil as the profession of teaching. Both in the sphere of college and school work, there is a growing demand for high class men, and a growing appreciation of their place in the literary world.

A change of administration is very naturally a time of anxiety in the management of a college, and the friends of Princeton, I have no doubt, have had a little solicitude with regard to the prospects of the College for the present year. It would not have surprised us if there had been some falling off in the number of entering students as compared with last year. But we are gratified to know that there is now no reason for anticipating such a falling off. We could increase our numbers every year, I have no doubt, if we took more particular pains to bring the claims of the College before the young men who desire a college education. College management, in this country at least, must con-

form to some extent to the methods of the business world. And one of these is to carry our wares to the doors of those whom we expect to buy. It has been of great advantage to us this year that we have extended the system of local examinations. The good results that have followed will encourage us, I am sure, to make a more systematic endeavor in this direction next year. Our friends could do no better service for us, however, than in the establishment of schools in the localities where they have influence, which will at least take care that nothing unfavorable to Princeton be allowed to operate upon the minds of pupils. While I speak of this, I may say that we have reason to express our obligation to our Chicago Alumni for the great interest they have manifested in the establishment of the University School in Chicago, which is under the very efficient direction of one of our recent graduates, Mr. Coulter, who is opening his school this month under what seem to be the most promising auspices. And while I am on this general subject, I may be allowed to say that there is nothing that appeals to me with more interest than the case of young men (and there are a few every year) of rare gifts, earnest purpose, belonging to the intellectual *élite* of the College—who write that for lack of funds they must relinquish their studies or go to colleges that are able to offer them the pecuniary aid necessary for meeting their expenses. We can remit tuition, but, of course, we cannot pay a man's bills. I am sure that there are men, if I only knew who they were, (other than those who are already burdened by their interest in the College, and to whom it would be unseemly for me to go,) who, if they knew the circumstances to which I refer, would give me leave to ask them for special help in behalf of those who are specially deserving.

I must repeat what I have said so recently regarding the importance of our Scholarship Fund. This fund is the most direct contri-

bution that can be made to the current expenses of the College; it does not go into the student's pocket, but is used to pay his tuition bills, and helps in this way to meet the current expenses attending the management of the College. We are determined not to turn a man away because he cannot pay his tuition fees; but it is clear that this generous policy will be increasingly to the cost of the College unless it is offset by the increase of our scholarships. There are now seventy-two* of these reported in our catalogue. This number, I am sure, will be increased this year, but how much I cannot say. I hope, however, that we may be able to report a hundred of these scholarships in the spring. I am making a pretty large bill of particulars, I fear, but I have mentioned nothing as yet that is not imperatively demanded by the existing needs of the College. The public has persuaded itself that Princeton is in no need of money, until I begin to fear that even the friends of Princeton have come to entertain the same idea. It is for the friends of sound Christian education to say whether they wish to see Princeton stop in her career of progress, or whether they wish to see her go ahead. If we are to go on and keep pace with the advance of ideas in the higher education, we need money, and a great deal of it. We need it for all the uses that I have named, but we need it also for a new dormitory. Our students are out-of-doors. They come up here and are kept a whole year waiting for a room in "Witherspoon," or "East" or "West." This ought not to be so. To be sure, they are kindly cared for by our citizens, but I am told that we are approaching the limits of the town's ability to absorb our surplus. And we must have a new dormitory this year. I do not hesitate to say, knowing, as I think I do, the wants of the College pretty well, that the very best benefaction to Princeton College that could be

* There are seventy-seven now.

made would be a new dormitory worthy of the commanding site that is waiting for it.†

I am happy to greet the students of the College who return to take up the work that was interrupted by the summer months. The schedule of studies you will find unchanged, and the work of the year will go on regularly and I trust profitably. Not entire strangers to one another, I nevertheless hope to become better acquainted. I shall seek to know you as well as the infirmities of uncertain sense-perceptions will let me; and as it is easier for a hundred to know one than for one to know a hundred, you will do me a great favor if you will help me to recognize you as I should when I meet you. I wish you great success in your work, and should be pleased to know if I can be of service to you in any way; and shall be happy to see those who call upon me at the Faculty Room any afternoon at four o'clock, or at my house at any time.

Let me say the same to those who enter College for the first time; and let me add that the Class of '92 will always be associated in my mind with special interest, inasmuch as their college career, so to speak, begins contemporaneously with my own.

You will grow more in the next four years, in all probability, than in any succeeding four of your earthly life. You cannot be too seriously impressed with the idea that you are at one of the turning points in life. It is the time for your manhood to show itself in your choice of friends, in your habits and in the formation of your plans. You would do well to begin with the idea that you came here to get an education, and that the more you apply yourself to that, the better it will be for you in the long run. You can enjoy life in a safe way and secure the benefits of companionship which constitute no small part of education, without indulging in idleness, or allowing your good-nature to rob you of the time

† The money has been given by Mrs. Brown.

that belongs to your studies. You will learn to think on practical questions, and you will have enough of them this year, particularly, to give you something to talk about; but pardon me for saying that it is more important to society that you should get the discipline of a good education, than that, at the present stage of your career, you should have dogmatic convictions regarding the Presidential Campaign.

Your studies will widen your range of thinking; and your thinking, if you are serious, will sooner or later grapple with fundamental questions that underlie our religious hopes. Let me counsel you to be steadfast in the religious faith wherein you have been trained, and conscientious in the discharge of your religious duties. If you reach the point where you feel that your religious convictions need the reinforcement of argument, you need not be at a loss. The investigation of fundamental problems in religion is serious work however, and if you suppose that you can shorten the process by reading theological novels like John Ward and Robert Elsmere, you will only join the shallow multitude who think that ignorant unbelief is an improvement upon traditional faith.

Men have become famous in professional careers who spent their college days in idleness. Do not imitate their idleness, for you may not be able to duplicate their success.

It remains with you to say what your college career will do for you; but it is in your power to make it the unspeakable blessing of your life that your steps were turned hither. That it may be so, and that in some humble way I may help to make it so, is my earnest hope and prayer.

TWO PROJECTS FOR UNIVERSITY AND SCHOOL EXTENSION.

Within the past few weeks two important schemes have been brought forward for the purpose of extending some of the advantages

of a school and college education to those who have not been able to enjoy them. They are similar in plan, as well as in purpose, and are, in fact, adaptations of the well-known system employed in England by both Oxford and Cambridge. Both schemes have enlisted eminent men in the ranks of their supporters.

The first project is patronized by Harvard and Yale Universities, and by Princeton and Columbia Colleges, and is presided over, for the present year, by President Dwight, of Yale. It is divided into two sections: (1) University extension, and (2) School extension. The faculty of the University Extension consists of:

President—Prof. Timothy Dwight, President of Yale.

English Literature—Prof. F. J. Child, Harvard.

Geology—Prof. N. S. Shaler, Harvard.

History—Prof. S. M. Macrane, Harvard.

English Language—G. L. Kittredge, Harvard.

Psychology—Prof. Geo. T. Ladd, Yale.

Latin—Prof. Tracy Peck, Yale.

Mathematics—Prof. A. W. Phillips, Yale.

Chemistry—Prof. Wm. G. Mixer, Yale.

Astronomy—Prof. C. A. Young, Princeton.

Physics—Prof. C. F. Brackett, Princeton.

Greek—Prof. S. S. Orris, Princeton.

Geol. and Paleont.—Prof. J. S. Newberry, Columbia.

German Lit.—Prof. H. H. Boyesen, Columbia.

The plan is thus outlined. In the modern and the classic languages and literatures, and in the arts and the sciences, courses for reading, observation, experiment, discussion, and study in family and in other social circles, are outlined by the university professors in their respective departments.

Students will be encouraged and assisted to form themselves into circles for reading and discussion, and, in places where the membership will warrant, short courses of lessons and lectures will be given by university professors and others, and written examinations held for those who present themselves for this purpose.

The examinations will be conducted by local secretaries in April or May of each