But there was an element in the Institute's plans and principles which has been one of the important factors in its successful career. This was the introduction into its curriculum of studies which form the groundwork of a liberal education,—studies like literature, economics, and history, which have ever been ennobling and broadening factors in molding the mind of man. The position in education which these studies occupied was realized by the founder of the Institute. Their importance was further emphasized by General Walker. Both clearly foresaw the deep but narrow channels of the mind in which science, if left to its natural course, would flow. The current of scientific thought would wear these channels deeper and deeper; but it would never expand them, nor in any way broaden the mind. What, then, should be the nourishing source, the broadening influence? Certain studies must be introduced to accomplish this purpose, else a scientific training could not be properly called education. For education has a broad meaning, and is not confined to any restricted and narrow line of thought. So it was that non-scientific studies were introduced into this scientific school, and the two great principles of learning were harmonized. A perpetual spring of generalized study was made to supplement the deeper streams of science. To-day the Institute stands as the greatest exponent in the world of this double training,—liberal education conjoined with science. We see, therefore, that the introduction of generalized studies has not deteriorated its scientific standard. We see, in fact, how it has softened the rougher places, and harmonized with science. A mind becomes unresponsive if allowed to flow in one isolated channel. It is a well-known fact of physiology that the incessant use of one portion of the body abnormally develops it, and makes the figure disproportiate. Cannot the same be said of the mind? and will not such an overdevelopment cause it to be sordid, and its owner a useless member of society? Instead, the purpose at the Institute, a purpose made possible by its broad course of study, has ever been to produce the well-rounded man. Science is long and diversified in its scope. Nothing can be attained but an exhaustive study in one of its branches. Hence, the well-rounded man in science must of necessity be the specialist. He would lose his personel if he was to stray from his chosen sphere. He would lose the characteristic quality he possesses as a scientific man. Yes, specialization, above all things, is to be sought. Simply be broad and liberal in your views. Mold your life in the ways of science and humanity. Conti-