

The College and University

THE word "university" means one thing in Germany, another in England, and almost anything in America. Speaking generally, it should denote an institution of learning which offers opportunities for graduate, professional and technical work in various lines, and places emphasis on such work.

Obviously, Denison is not a university. The one excuse for our using the name is founded on the fact that our various departments are related to each other somewhat on the university plan. In its work it is a college, and we believe should remain so. Those of its alumni have some sound reason on their side who feel that it should be called a college still. Its location is ideally adapted to preparatory and college work. The university should be located in some large center of population, where theological students will find a variety of great churches and philanthropic enterprises, where law students will find courts, medical students, hospitals and clinics, mechanical students, factories and shops. Such work is technical and needs such practical laboratories as these for its proper exposition. For preparatory and college work, on the other hand, such a location as ours, with its free life, its healthful surroundings, its freedom from distractions, is perfectly suited.

The aim of the college is the production of rounded, symmetrical character. It tries to put a man in command of himself and in possession of his own powers. The ideal education has been described as one which enables one "to know something of everything and everything about something." The aim of the college is to realize the first, to introduce the student to the broad field of general culture and to sharpen the tools with which he is going to do his work in the future. It is to give not information, so much as power.

Today, after a strong drift towards purely technical education, there is a noticeable reaction among thoughtful people, which indicates that, from a practical point of view, it is perilous to make too narrow preparation for life. Few men fifty years old are doing today the sort of work they planned to do when they were young. Some of the saddest sights of our time are of men who have real power in some special line of work, but for whom there seems to be no opportunity in that line. The most practical education for our young people is that which gives such a discipline to the whole self as enables one to turn his energies and efficiency into whatever line of work his best opportunity offers. First, a man, then a minister, lawyer, engineer or mechanic. The basis of the final product is symmetrical manhood and womanhood, that is the aim of the college. In this day of sharper competition, and of more complex civilization, there is greater need than ever of the broadest culture, the most thorough training.

E. W. H.