SCIENCE.

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*THE EDUCATIONAL AND INDUSTRIAL VALUE OF SCIENCE.**

ON the occasion of the formal dedication of a building devoted to the teaching of science, it is fitting that something should be said respecting the claims of science to such generous recognition and such ample provision for its cultivation in a young university, established by a Commonwealth itself still 'in its teens.' In the Atlantic States the stagecoach is almost obsolete. It has given way to the railway, and it is an open question whether transportation by steam will not ultimately yield to the agile trolley wheel. So the old-time college, devoted to the ancient languages, mathematics, and a little leaven of moral philosophy, with its slow-going ways, its simple outfit of benches, a teacher's desk and a chapel, has been superseded by the modern university, with its complex organization, its multiplicity of courses and subjects of study, its laboratories and equipment, and its corps of trained, eager, alert instructors, who are not expected to teach a book only, but to add to the sum of human knowledge, and to awaken in kindred spirits at least an enthusiasm for study, a delight in investigation, which has proved the most efficient stimulus to high intellectual attainments. The erection of the Hale Scientific Building indicates that the University of Colorado aims to pursue its way untrammeled by ancient traditions, with the spirit of modern ideas in education, and in touch with the most progressive institutions of learning.

Shall we pause a moment to inquire what has wrought this change in the aims and methods of higher education in the United States? What new conditions make it possible for a young university like that at Chicago to forge toward the front in two or three short years? Universities have always been considered as institutions of slow growth. They represent the accretions of

*Read at Boulder, Col., March 9, 1895.