As much as the session is rapidly drawing to a close, and many other important subjects demand the attention of the Faculty, I will not occupy their time by setting forth in general or in detail the many objects which may profitably engage their energies. The departments now to be organized, I will then proceed without further preface to indicate a plan by which those energies may be directed, for a while at least.

It is likely that in the School of Science as applied to the Arts, two heads of Studies will demand attention, which for the sake of convenience, I shall call Amateur and Professional students. To comply with all the desires of the former kind, and to benefit them as much as perhaps is possible, will require an amount of time and instruction not now in our power to bestow. Empirical teaching, if not entirely useless, is far more costly than that which first inculcates the principles of a Science. The amount of time it requires from the teacher is far greater than that required by the other hand, and even then it appeals almost entirely to the memory of the pupil. I therefore propose that Amateur be taught only from the Seniors, and from such "partial course students" as are qualified to improve by the instruction afforded. This instruction should be given during the second session of the Senior year. These Laws might be taught many valuable applications of Civil Engineering without attending minutes by other Mathematical principles involved. Their preceding academic course ought to qualify them to understand.