Months ago, I took bird's-eye view of what we were doing here and had been doing for many years, only that the proportions represented by the following figures are more favourable to modern notions than they would have been if deduced previously to the session ending June 1867. During that session the Latin & Greek departments each gave Prof. Martin a recitation in the Junior Class for Chemistry.

While in College a student here attends 2939 instructions. There are 40 weeks of study in a year. Of these 37 are devoted to recitations (at 13 a week) in each of the Freshmen, Sophomore, & Junior years. The Seniors have 11 a week for 34 weeks. So then for the freshmen we have 10 x 37 (= 335) Recitations. The Juniors & Sophomores get the same number each. While the Seniors (in theory the best trained & most matured students) get but 11 x 34 (= 374). Of these 2939 exercises (you see I take one vote of the week for Examination & for Commencement) - 370 (= 13.1% of it) are in Greek; 370 (= 12.7% of it) in Latin; 228 (= 11.2% of it) are in Mod. Lang.; 296 are in Pure Math. (= 14.5% of it); 143 (= 7.3% of it) are in Applied Math.; 344 (= 12.7% of it) are in Chem. Mineral & Bot.; 186 (= 7.2% of it) are in Pol. Econ. & Law.; 111 (= 4.3% of it) are in Neut. Phil., Log. & Rhet.; and 148 (= 5.1% of it) are in the Bible & -

It appears then that after all the teaching & skill at school a student spends more than one third of his time here in studying the dead languages, and nearly half of his time in the languages (Mod. & Anc.) - 1/3 of his time is devoted to Lang. & Pure Math., subjects that can be taught to a certain point (say Anal. Geom. in my department) as well at school as here - in the sphere of drilling by examples better there than here. Only 1/3 of a student's time here is devoted to Physics, Therm. Large costly apparatus is needed (means of education out of the reach of schools). While Pol. Econ. etc., Psychology, Log. etc., subjects where libraries are needed, & the living teacher is indispensable all get...