

**THIRTY-FIFTH ANNUAL REPORT OF THE
PRESIDENT OF HARVARD COLLEGE TO
THE OVERSEERS, EXHIBITING THE
STATE OF THE INSTITUTION FOR THE
ACADEMICAL YEAR 1859-60**

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Thirty-Fifth Annual Report of the President of Harvard College to the Overseers, Exhibiting the State of the Institution for the Academical Year 1859-60 by C. C. Felton

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C. C. FELTON

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PRESIDENT OF HARVARD COLLEGE

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FOR THE ACADEMICAL YEAR

1859-60.



CAMBRIDGE:

WELCH, BIGELOW, AND COMPANY,

PRINTERS TO THE UNIVERSITY.

1860.

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REPORT.

TO THE HONORABLE AND REVEREND,
THE OVERSEERS OF HARVARD COLLEGE:—

THE undersigned, the President of the University, has the honor to submit the following, his First Annual Report, upon its condition during the past year.

The general state of the University has been one of great prosperity, both in the Academical Department and in the Professional Schools. In every branch of instruction the work has been ably and successfully performed. The students have faithfully devoted themselves to their studies, and have, with few exceptions, cheerfully conformed to the laws and rules which long experience has shown to be necessary for the preservation of order and discipline in such establishments. The number of students in the several departments has steadily increased, as will appear from the following table, commencing with the year 1850-51.

Year.	Undergraduates.	Professional Schools.	Total.
1850 - 51	293	303	596
1851 - 52	304	322	626
1852 - 53	319	330	649
1853 - 54	329	371	700
1854 - 55	340	365	705
1855 - 56	365	304	669
1856 - 57	382	315	697
1857 - 58	409	325	734
1858 - 59	409	321	730
1859 - 60	431	408	839
1860 - 61	443	453	896

It is a gratifying circumstance, that, at the commencement of the present term, twenty-six States were represented in the undergraduate department, — a larger number than were ever represented before, and larger by nine States than were represented ten years ago, — and the members of the Law School represented twenty-nine States. Harvard College has grown from a provincial School to a national University, comparing favorably in point of numbers and courses of instruction with the Universities of the Old World. It has still many deficiencies and wants to be supplied; and the same liberality which contributed in times past to make it what it is, may be confidently relied upon in the future for the contributions still required to make it what it should be. Large additions are needed to the general funds; an increased force is required in several departments of instruction; the salaries are insufficient for the support of the Professors'

families, so that it is necessary for those who have not independent means to engage in some paying work besides their College duties. In other countries the Universities are sustained by ancient endowments, or by the resources furnished by their respective governments, from year to year. The New England Colleges must, for the most part, look to the enlightened generosity of private citizens; and it is not desirable that the highest institutions of learning should depend on legislative appropriations. The Commonwealth of Massachusetts gives generous encouragement to education, by its School Fund, by State Scholarships, and by a wisely devised system of Normal Schools. A grant has also been made in aid of the Museum of Comparative Zoölogy, which is connected with the University as a means of scientific education, though held and administered by a special board of Trustees. But the means for the increase of the Library, and the philosophical, chemical, and astronomical apparatus; for the establishment and support of the Observatory, the Scientific School, the Law School, and the Theological School; for erecting nearly all the buildings now in use as dormitories or for lectures and recitations; the endowments of all the professorships, and of all the scholarships that belong to the University,—are due to private munificence. The charges for instruction in the Academical Department are but a small fraction of the actual cost, and

amount to only one half as much as those for tuition in the best private schools of this vicinity. For by far the larger part of the expenses of their instruction here, the undergraduates of Harvard University are all indebted to the charitable contributions of wise and liberal-minded citizens, who have acknowledged that wealth has its sacred duties to the moral and intellectual welfare of the present and future generations. Under these circumstances, it may reasonably be hoped that, before many years, students from every State and Territory in the Union — without a single exception or secession — will resort to our University, no difference whatever being made between the citizens of Massachusetts and the citizens of the remotest part of the country, or of foreign lands. The influence of such establishments over the young men from different and distant States must tend powerfully to remove prejudices, by bringing them into friendly relations through the humanizing effect of liberal studies pursued in common, in the impressible season of youth. Such influences are especially needed in the present disastrous condition of public affairs.

For the details of instruction in the several departments, the statements in the Appendix, together with the reports of the Examining Committees appointed by this Board, are referred to.

It is with great satisfaction that the President is enabled to report to this Board the establishment

of sixteen scholarships, of two hundred and fifty dollars each, by a distinguished graduate and friend of the University. No greater benefit can be conferred upon the community than to enable young men of narrow means, but of vigorous intellect, to prepare themselves for the careers which their natural abilities and instinctive aspirations fit them for. Intellectual powers are scattered with impartial hand among the rich and the poor; and the highest good of a republican community is directly promoted by giving talent, wherever it exists, the freest scope. Young men are always to be found, in the towns and villages of our country, who sigh hopelessly for the benefits and honors of a liberal education. It is true that a person of merit and marked ability, who once succeeds in entering college, seldom fails to complete his course; but the struggle is sometimes more severe than is good for the character. Too much anxiety wears away the spirit, and self-denial may be carried too far. There are many, however, who are prevented from securing an education, by what appears to them the impossibility of doing it with slender pecuniary means. Such scholarships as those established by the late John E. Thayer, and the sixteen new scholarships just mentioned, with a few which existed before, meet the wants of just this class. Economy, sobriety, temperance, industry, are most desirable virtues to be cultivated by the young; but the effects of