

The Emancipation of Education.

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world of protoplasm, viz.: Microbes, plants, animals and man, considered as to his physiology, anatomy, hygiene and physiological psychology and comparative sociology.

Third year: Human History, primitive Sociology, Linguistics, Religions, Institutions, Law, Politics, Economics, Ethics and Aesthetics.

Fourth year: General Philosophy of the Sciences and Sociology in its bearing upon individual and social life, and studies preparatory to some special business or profession, with exercises in the teaching of others.

This curriculum does not mean, of course, that each of the three years is to be occupied by the sciences above indicated exclusively, but that general information, culture and practical applications will accompany the emphasis-course of each year. And it also implies, as the fact is, that the preparation for the university course has been provided for, which commences with a kindergarten, primary and higher classes, under the charge of competent, experienced teachers of both sexes, for the purpose is to have this institution thoroughly co-educational. Thus the word "University," as is implied in its etymology (*universalis*), will give a good theoretical and also practical knowledge of the whole world in which we live, and afford the means and business preparation necessary to enable the student to meet his or her lot and fate therein successfully.

The theoretical knowledge must of necessity be based upon, (1) a substantial discipline in the Mathematics, without which as a key, there can be no sufficient acquaintance with the facts, things, processes and laws of the external or OBJECTIVE world; (2) a substantial discipline in Linguistics, the Science of Language, without which as a philosophy and key, there can be no sufficient acquaintance with the history of the origin and growth of the human race, and of its intellectual and social progress towards civilization—that is, of the SUBJECTIVE world of mental and human evolution. With these keys placed in his hands, the practical sciences, the modern languages, and all of the needful preparations for any profession or business-life will be within the easy acquisition of the student, and will be effectively opened up and pursued in the rest of the University courses of study, as may be desired.

It is recommended, therefore, to all students to lose no time in getting these two invaluable keys well in hand, as the foundation of life and education. Special elective studies and accomplishments will then become pleasant as well as useful acquisitions. For these special courses of instruction arrangements may be made by those not otherwise connected with the University.

The physical exercise and health of the students will be a matter of constant attention. While the "seed-time of life" seems too valuable to be wasted in contests of mere physical and brutal rivalry, a course of practical gymnasium exercises will take their place; and an acquaintance with nature will be encouraged in the laboratory, the work shop, garden and farm connected with the University, all under expert management. These will be made to afford to the students a helpful skill in practical life, as a result of physical exercise and recreation.

The students of both sexes and of all ages will have the advantages of family life and care, either at the college home near the University Buildings, or with suitable families in the village of Silverton, which cannot be excelled for its healthfulness, natural advantages, and for good, reliable people, living in comfortable homes, away from the dissipations and excitements which too often wreck or interfere with a successful student life.

Third: We have now explicated to some extent the sentiments and general purposes of our institution in treating of the word "Liberal," and the intellectual and scientific base

of it in explaining the word "University"; it remains to say a few words about the location, viz.: "Silverton, Oregon."

This town and village of Silverton (population about 1500) is situated on Silver creek, fourteen miles northeast from Salem, the capital of the state, a capital easy of access and which has a large state library and all of the conveniences and attractions of a growing western city—being next to Portland in size and importance in the state.

The people of Silverton are mostly Americans, moral and well-to-do, industrious and generally "Liberals" in thought and sentiment, well wishing and helpful towards their Liberal University, Oregon, which could hardly have found a more healthful, beautiful, convenient and suitable location. It is destined, in a few years, to be one of the most useful and happy centers of education and culture upon the Pacific coast—in line with such centers in California, and those to come in Washington. Let us, then, "not despise the day of small things," which are the seeds and beginnings of the higher education, which the great peoples and States upon our Pacific coast need and demand, and the benefits of which will by no means be limited to them. For, we may not overlook the fact that it is from these three great Western States that a new republican influence is arising, to be felt for good throughout our country, and so in the general progress of the world. The climate and necessities of these states have enabled their people to largely escape "modern degeneracy." They are among, if not, the most healthy, strong, beautiful and resolute people in the world. Whether we look in the prize ring (Jeffreys), the beauty-fair (Sybil), the editorial sanctum (Hearst and Davenport), the leaders in the halls of legislation, or on the battle fields, we see the precedence is held by the robust and splendid sons and daughters of these great western States. Nature and "natural selection" has made them to be the best nursery of the human race. Nature, by her glorious and vigorous climates, her fertile and various soils and products, has done her part so that there can be no successful rival. "Natural selection," operating by its process of emigration, starting with the western movements of the Aryan races, ages ago, from the steppes of Asia, passed the Mediterranean and Europe, and the British Isles, and the Atlantic coast, and the great Inland, and has finally brought up the cream of the races against the true Ultima Thule, the coast of the boundless Pacific. They may make that Ocean our "American Lake," but their triumphs and culture can not hope for ages to remove or materially change the dark and yellow races, which have their fetichist millions too thick to be moved on the Asiatic coast. Must, then, progress and civilization be arrested forever? By every means and by all means No! The time has come with this closing century for the progressive peoples, who have been brought to look out upon the Pacific, to gather up and husband, and reform and educate and enlighten their strength for the greatest movement, the most pressing duty, the sublimest mission that has ever yet tested our American race—the burden, the duty, the mission of the RESURGENCE. By that is meant the return-wave of liberty, order, welfare, enlightenment—in a word, a higher Humanity from this Pacific coast back again over the Inland to the Atlantic, and then on over the Isles and Europe, until it rests in its glorious fulfillment over the Asiatic cradle from whence it arose.

We have too often been accustomed to recite or sing the good Bishop Burckley's ode on the planting of the Arts on the Atlantic coast, as if that, as it says, was to be the end of our American career:—

"Westward the course of Empire takes its way,
The first four Acts already past,
The fifth shall close the Drama with the day.
Time's noblest offspring is the last!"

HERE, that first sublime Drama of the Progress of Humanity has reached the last scene of its fifth Act on the Pacific coast. Nature writes, "NE PLUS ULTRA" there—no more beyond! But to stop is to perish, or to stand still like the millions of China, which the activity of the Aryan races forbids. Never can we

rest idly on these western mountains and do nothing but paint our Ideals on the vacant sky with the hues of the setting sun, as it drops from us forever, in that limitless waste of waters! Nor shall we become buccaneers, roaming the islands and coasts beyond, to reduce to dependence and slavery the millions we can neither subdue, remove, rule or absorb without loss of liberty, that priceless jewel, to them and to us! Shall we not rather throw our energies in HIGHER LIFE; rise again in the higher mission of a resurgence. Commence the return march from the Pacific of a higher vigor and culture, bearing the new Era of well-being to the whole human race, gradually changing the dying past and arrested present into a nobler future for all?

Is not this the highest ambition, the noblest ideal, that could inspire the arrested energy of the rising generations of our new Century and Era? What better than to teach them to reconquer the old with the better new; to so guide the course of evolution that they may see our whole race, no longer steeped in poverty, racked by anxiety, benumbed by superstition, degraded by ignorance and misery, but, at last, really emancipated, regenerated and enthralled by the Genius, the love and light of emancipation? But the return march of that Genius must be from the West, a West enlightened, regenerated, inspired by an emancipated education, sustaining an ambition as lofty and as pure as the snow-clad peaks of its own sunlit mountains.

An Open Letter.

TO THE FRIENDS IN THE EAST:

Forgive this general way of responding to an interest, which your kindness to us when we left New York shows you must still feel in our lot and fate, for you are so many that you cannot be reached in any other way.

After a stop-over in Washington, Chicago and Portland, we reached here, exhausted by the travel, on the 28th ult., and found the friends awaiting us with hearty welcome and comfortable quarters.

The next two days we spent in resting and looking over the country and affairs of the Liberal University of Oregon, with which our fate is henceforth to be connected. On Sunday, Oct. 1, the incorporation of the University was celebrated at Liberal Hall, at which I made the Inaugural Address, which will be printed in the Torch of Reason, and which I hope you will read, for it will make further writing about the University unnecessary at present. The audience filled the hall, and were very much pleased with the address and the proceedings. On the next day the Fall Term was opened and 30 students enrolled, and as many more are promised within the next two weeks, that is as soon as the building is ready for them. We were all pleased by the masterly way in which President Hosmer managed the opening. He is a natural born teacher, and just the one to arrange and run its machinery and discipline without a strain, and with the love and respect of the students and of every one concerned. We make a good team together, and, fortunately, agree in convictions and sentiments so that hearty co-operation in the future is assured. While President Hosmer furnishes the warp I can throw in the woof; and, back of both, the business and financial affairs are well managed by Pearl W. Geer, whose services are invaluable.

On Monday evening a reception was given to the new professors and pupils at Liberal Hall, which was a most enjoyable affair, and closed with the first exercise of the young folks in dancing, which they enjoyed greatly, but retired at an early hour, so as to be ready for the lessons and "expositions" tomorrow, when I am to open on Linguistics, by the "story of the alphabet."

The new University building is large and commodious, well suited to its purposes, and has the control of about 50 acres of land about it, which would make an admirable residence park for cottages to be occupied in time by patrons of the University and their families, if the Liberals support this undertaking.

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