

eral bold conjectural emendations of his own in the received texts of these authors. I am bound to say that these emendations seemed to me at the time as either entirely unnecessary or entirely inadmissible; and probably in his maturer years he would himself have rejected them. But the mere fact that a youth of twenty-one should have such emendations to propose, and should urge them with considerable confidence, is a characteristic fact which it gives me pleasure now to recall.

I soon found, too, that Mr. Carpenter's power in acquisition was no greater than his power in imparting instruction. He was born to be a teacher. If in that early day he was not always scrupulously accurate or self-consistent, if his memory sometimes became fused into his imagination and his ingenuity grew rank into crotchets, yet he had something in him as a teacher that was better even than accuracy, and better than self-consistency. He had a zeal, a freshness, a vivacity, a personal piquancy, a genuine enthusiasm in the subjects which interested him, that acted like an inspiration upon the young men who were capable of being inspired.

At the end of the year Mr. Carpenter left us, greatly to our loss. I never cared to inquire narrowly into the circumstances of his leaving. Those were stringent and somewhat discouraging days at the State University. The income was small; the faculty was small; the number of students was not large, especially in the collegiate classes; and though the nominal standard was perhaps high enough for a new State, there was always an enormous temptation to lower the actual standard far below the nominal. The State was apparently indifferent or hostile. The fund which the State should have wholly devoted to instruction, library and apparatus, was permitted to be sunk in the necessary buildings; and the income was wholly inadequate to the needs of the institution. Hard and exhausting work, with slender pay and few thanks, was for the most part what the faculty had to expect. In this day, when the University is in the full tide of success, with its noble edifices built and building, its large instructional force, its manifold departments and numerous students in them all, enjoying as well as deserving State support and confidence, and general popularity, it