

experiments in the laboratory. It by no means follows that, because a man has won a name for himself in the field of natural science, his judgments on such problems as Socialism, Woman's Suffrage, Free Trade, or Biblical Theology will necessarily be sound. They will probably be sound or not according as he has carried his scientific method into these fields. He must properly have classified and appreciated his facts, and have been guided by them, and not by personal feeling or class bias in his judgments. Minds trained to scientific methods are less likely to be led by mere appeal to the passions, by blind emotional excitement in deciding upon important public questions.

I have mentioned certain intellectual powers which, it seems to me, should be the property of every liberally educated man. But it is not enough to have these powers. The man of liberal education must also have certain possessions, necessary alike for the promotion of his happiness in the increase of his usefulness. Among the branches of which he should possess I would name the knowledge of his own physical nature, especially of his thinking apparatus, "the brain and the nervous system by which his intellectual life is carried forward." He ought to know how best to lead an intellectual life, how best to discipline his body by the proper laws of sleep, diet and exercise, and by the right employment of those supports which may be helps or may be causes." The liberally educated man should also have a good knowledge of his own tongue, of its history and development, its laws, its idioms, its use. He should have a knowledge of other modern tongues. He should know something of the great literatures of the world, of the great master pieces of the ancient classics. He should have some acquaintance with the experiences and opinions of mankind, such knowledge as can be acquired only by a study of ancient and modern history and politics, and by a perusal of the words of the great philosophers. Finally, the educated man should be acquainted with the leading facts and principles of science. "It is surely no small part of education to put us in possession of the most important and most universally interesting facts of the universe, so that the world which surrounds us may not be a sealed book, uninteresting because unintelligible." This, however, is but the simplest and most obvious part of the utility of science, and the part which, if neglected in youth, may be most easily made up for afterwards.

If the view presented be accepted, it will be easy to enumerate the studies that should be pursued in order that a liberal education may be acquired. The ingredients ought not to vary much in any wisely established courses, but the amount of each ingredient will differ with the peculiarities of individuals and of institutions. I do not believe, as some educationists would have us believe, that the whole modern college should be turned into a professional or technical school. The proper function of such an institution as this, is, first of all, to train and discipline the mind, to turn out, if possible, capable and fairly cultivated human beings,—in a word, to impart a good general education. I hope, therefore, that the prominence still given in our curriculum to mathematics and the languages will ever be maintained. A college which does not require these studies may assume the name of college or university,