

would be constrained to study Latin, Greek, Mathematics, Rhetoric, Physics, Logic, Ethics, and Political Economy, and I am persuaded that his mind would thereby be better trained and he himself prepared to do higher and more important work in life. From the close of Freshman year on it is perfectly practicable for a student to pass through Harvard and receive the degree of Bachelor of Arts without taking any course in Latin, Greek, Mathematics, Chemistry, Physics, Astronomy, Geology, Logic, Psychology, Ethics, Political Economy, German, or even English ! (If, as President Eliot insists, a knowledge of our mother-tongue is the true basis of culture, what is to be said of this ?)

Secondly. It should be an essential feature of the course for a degree, that the attendance of the student on lectures and recitations should be obligatory. This is a very important matter. The student may have freedom in his choice, but having made his election he should be bound to attend on the instruction imparted. He should not be allowed to attend the one day and stay away the next. A professor should not be subjected to the disadvantage of only a portion of his students, say a half or a third, being present at any one lecture, and of the students who attend not being the same continuously. Parents living far away from the college-seat should have some security that their sons professing to be at college are not all the winter skating on the ice, or shooting canvas-back-ducks on Chesapeake Bay.

But it is said that if a student can stand an examination, it is no matter where he gets his knowledge. There is an enormous fallacy lurking here. I admit that a youth may make himself a scholar without being at a college or submitting to its examinations. But if he goes to college let him take all its advantages. One of

these is to be placed under a continuous course of instruction in weekly, almost daily, intercourse with his professors, keeping him at his work and encouraging him in it. It is thus that the academic taste, thus that the student spirit with its hard work, is created and fostered.

I have had thorough means of becoming acquainted with those systems in which there is no required attendance ; and I testify that they do not tend to train high scholars. Everything depending on a final examination, the student is sure to be tempted to what is called *cramming*. A student once told me what this led to in his own experience. In five of the branches taught to his class, he spread his daily studies over the year ; but in one he trusted to cramming. I said to him, " Tell me honestly what is the issue." He answered, " In the five branches I remember everything and could stand another examination to-day, but in the one—it happened to be botany—it is only four weeks since I was examined on it, but my mind is a blank on the whole subject."

I know that in Germany they produce scholars without requiring a rigid attendance, and I rather think that in a few American colleges, they are aping this German method, thinking to produce equally diligent students. They forget that the Germans have one powerful safeguard which we have not in America. For all offices in Church and State there is an examination by high scholars following the college course. A young man cannot get an office as clergyman, as teacher, as postmaster, till he is passed by that terrible examining bureau, and if he is turned by them his prospects in life are blasted.* Let the State of

*The Germans have, besides, their admirable gymnasien, where all is prescribed, and which give instruction equivalent to that of the Freshman and Sophomore years in American colleges.