

this there is nothing in what is called our Modern Education to make up for the loss. President Eliot has a high opinion of German Universities, but the eminent men in their greatest University, that of Berlin, have testified that a far higher training is given in the Classical Gymnasia than in the scientific Real Schule.*

There should be physical science, but there should also be mental and moral science required of all. In knowing other things our young men should be taught to know themselves. When our students are instructed only in matter they are apt to conclude that there is nothing but matter. Our colleges should save our promising youths, the hope of the coming age and ages, from materialism with its degrading consequences. We must show them that man has a soul with lofty powers of reason and conscience and free will, which make him immortal and enable him so far to penetrate the secrets of nature, and by which he can rise to the knowledge of God.

We in Princeton believe in a Trinity of studies: in Language and Literature, in Science, and in Philosophy. Every educated man should know so much of each of these. Without this, man's varied faculties are not trained, his nature is not fully developed and may become malformed.

A college should give what is best to its students, and it should not tempt them to what is lower when the higher can be had. Harvard boasts that it gives two hundred

choices to its students, younger and older. I confess that I have had some difficulty in understanding her catalogue. I would rather study the whole Cosmos. It has a great many perplexities, which I can compare only to the cycles, epicycles, eccentricities of the old astronomy, so much more complex than that of Newton. An examination of students upon it would be a better test of a clear head than some of their subjects, such as "French Plays and Novels." As I understand it, one seeking a degree may, in his free will, choose the following course:

In Sophomore Year—

1. French Literature of the Seventeenth Century.
2. Mediæval and Modern European History.
3. Elementary Course in Fine Art, with collateral instruction in Water-colouring.
4. Counterpoint (in music).

In Junior Year—

1. French Literature of the Eighteenth Century.
2. Early Mediæval History.
3. Botany.
4. History of music.

In Senior Year—

1. French Literature of the Nineteenth Century.
2. Elementary Spanish.
3. Greek Art.
4. Free Thematic Music.

There are twenty such dilettanti courses which may be taken in Harvard. I cannot allow that this is an advance in scholarship. If this be the modern education, I hold that the old is better. I would rather send a young man in whom I was interested to one of the old fashioned colleges of the country, where he

*Professor Hoffmann, as Rector of Berlin University, says that it is the opinion of the University that "all efforts to find a substitute for the classical languages, whether in mathematics, in the modern languages or in the natural sciences, have been hitherto unsuccessful." In Princeton College Dr. Young and the scientific professors unanimously are, if possible, more strongly in favour of Latin and Greek than even the classical professors.