

of school and college training; a certain number of them in each successive year for every student. They should advance with the age and progress of the student. They should follow one after another in logical order from the more elementary to the higher, which presuppose the lower. Thus Mathematics should come before Physics, and Biology before Geology, and Psychology before Logic and Ethics.

Education is essentially the training of the mind—as the word *educare* denotes—the drawing forth of the faculties which God has given us. This it should especially be in a University, in a *Studium Generale*, as it used to be called. The powers of mind are numerous and varied, the senses, the memory, the fancy, judgment, reasoning, conscience, the feelings, the will; the mathematical, the metaphysical, the mechanical, the poetical, the prosaic (quite as useful as any); and all these should be cultivated, the studies necessary to do so should be provided, and the student required so far to attend to them, that the young man by exercise may know what powers he has and the mental frame be fully developed. To accomplish this end the degrees of Bachelor of Arts and of Master of Arts were instituted. These titles have acquired a meaning. For centuries past tens of thousands of eager youths have been yearly seeking for them and the attainments implied in them. True, the standard adopted in some colleges has been low—some who have got the diploma could not read the Latin in which it is written: still it has a certain prestige and a considerable attractive power. It indicates, as to the great body of those who possess it, that they have some acquaintance with elevated themes, that in short they have some culture. I do not wish to have this stimulus withdrawn. I have been labouring

for the last thirty-two years to elevate the requirements for the degree. But let it retain its meaning and carry out its meaning thoroughly. Let it be an evidence that the possessor of it has some knowledge of literature, science and philosophy.

I have no objection that other degrees be instituted, such as Bachelor of Literature, Bachelor of Science, but only on one condition, that examinations be deep, that they be rigid, that they imply a knowledge of the principles as well as of the details of the branches taught, that they cultivate the mind and elevate the tastes as well as fit men for professions. But let us retain in the meanwhile the old Bachelor and Master degrees, only putting a new life into them. They should not be given to one who knows merely English and German, or one who knows merely chemistry and physics, still less to one who knows merely music and painting. Eminence in these has no right to assume, or in fact steal, the old title. Let each kind of degree have its own meaning and people will value it accordingly. But let A.B. and A.M. abide to attract youths to high general scholarship.

Under this Academic Degree I would allow a certain amount of choice of studies, such as could not be tolerated in professional departments, as Law or Medicine. But there are branches which no candidate for the degree should be allowed to avoid. There should be English, which I agree with President Eliot in regarding as about the most essential of all branches, it being taught in a scientific manner. There should be Modern Languages, but there should also be Classics. A taste and a style are produced by the study of the Greek and Latin with their literatures, which are expressively called *Classics*. It may be difficult to define, but we all feel the charm of it. If we lose