

it may not be practical, for not all University graduates are going to become prize-fighters, but if by physical training they develop the bodily element and at the same time develop the intellectual part of the bodily element by intellectual training, they will not only make strong men with healthy bodies but also men with strong and healthy intellect. An old proverb says: "All work and no play makes Jack a dull boy."

We may say that the intellectual business of a University is to set forth the right standard and to train according to it, and to help all students towards it according to their various capacities.

Now the right standard of a University is to teach all branches so that a young man when graduating will be broad, able to converse on any subject and know what he is talking about. Therefore, it is not the standard of any University to take up some particular branch, and promote this beyond the needs of the present age and leave some other branch undeveloped. For instance, let a student who is going in for engineering take up only the subjects which are absolutely necessary for his profession. Would not this man be better fitted for his profession if he knew something of geology, something about the earth's crusts, for if he knew nothing of this branch of science, he might attempt to lay the foundation of a pier in a bed of quicksand, thus losing a lot of time and a few thousand dollars in sunken material. This same man, who has followed only a course of studies which was necessary for his profession sends in a tender for a contract and is brought up before a committee and asked to explain the plans which he sent in with his tender; he has never studied literature and has not developed a means by which he can get up and explain his plans to the committee, along with his ideas on the undertaking. This man never attended the meetings of the Debating Society at the University, and he is not able to say a word in favor of his views. What kind of opinion would the committee form of this man?

It may be all right to develop one branch and it may be pleasant for a person to study only one science, because it is his or her "hobby," but we must admit that of all the branches taught in a University, practically speaking, one is of no use without another. Of what use is Geometry without Algebra, History without Geography, and in our Catholic Universities what will it profit a student to attend lectures on Philosophy if he has never taken up Latin?

This is in accordance with Cardinal Newman, who says in