

out the requisite preparation in Philosophy but that the teachers themselves frequently lack such preparation. If Philosophy is worth teaching, it should be worth teaching well.

Although, fourthly, much favorable interest in Philosophy has been shown by academic officers in our region, in the course of our inquiries, we find some misapprehension of its nature and educational function. We have reason to believe that this attitude is due to a lack of acquaintance with the philosophic fields and the place they occupy in relation to other domains of learning. The introduction of philosophic study, on a proper scale and under the charge of well qualified teachers, would soon dispel the errors on which this misapprehension rests.

An opinion that Philosophy is a luxury is also evident here and there; likewise the opinion that it is limited in application, hence not "practical." Such opinions, we must presume, are due to an inadequate acquaintance. The indispensability of Logic to Scientific Method, to Mathematics, to Law and to all thorough reasoning; of Metaphysics to the understanding of scientific, legal, moral and other principles; of the History of Philosophy to the understanding of literature and culture; and of Ethics to the intelligent comprehension of life and destiny are more than enough to show the utility of Philosophy. On the other hand, the true utility of much else now in the college and university curriculum is open to serious question.

A persistent criticism of higher education in our time runs, that in emphasizing the acquisition of information it has failed to cultivate the powers of reflection; and a great many discerning persons still believe that the aim of education is to make a person think. Certainly this is one of its aims. What collegiate studies are the most apt for making a person think? We venture to say, from our own observation and from the comments of others, that no study surpasses Philosophy as a stimulus to thought. But whereas, from this, we should conclude that Philosophy is a requisite of all liberal higher education, we nevertheless find it omitted most of the time. We are well aware that some students evince little interest in this study, and that their schedules are such that if they do not spontaneously incline to Philosophy, they need not, usually, make any acquaintance with it at all. Something is radically wrong when a student's college course does not bring