

digesting machines, so it may be said of many scholars, that they are acquiring only immense capabilities for mental digestion. We are to strive for individual power, for living manhood—such a *cultus* as shall enable the scholar, at each step, to say with fresh confidence, “I am a man ; I am my own master.”

“Addictus jurare in verbis nullius magistri.”

Our educational discipline is not promoted by feasting on the hard-earned bounties of other minds. Schools lamentably succeed in hindering intellectual development under pretence of furnishing helps to the mind. It requires no small native vigour to resist such exposure and live. That was a decisive test, certainly, which that ancient city devised, of exposing its children in order to learn with what resisting power their constitutions were endowed. Time works changes. The Spartan moors and heights are exchanged for schools and colleges.

They who pass through the educational ordeals devised by the nineteenth century without having intellect, thought, power, perishing in the process, are few. It is refreshing to find some vigorous natures that “leave school with the possibility of being men if not scholars.” The test of the value of study is not what store of facts, what lists of authors it can enable you to produce, but what kind of men does it make ; how well does it succeed in imparting that very inspiration to life which makes those men you study the beacon lights, the great names for all ages.—*The Bates' Student.*

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### The Institute.

THE Canadian Literary Institute has become so well known to the majority of our readers that we think it almost superfluous to occupy much space in treating of it, but its advance has of late been so marked, and the changes consequent upon this so extensive, as to justify a short notice.

Since 1863 there has been a steady increase in the numbers in attendance. In the Summer Term, of course, the number is always less, but that is largely owing to the absence of the young men engaged on mission fields, who return in the Fall. Since 1863, the increase has equalled one hundred-and five per cent. ; and since 1868, fifty-three per cent. The aggregate attendance for the college year