

Contact with such men gives a charm to study, and casts a spell upon the student's mind which mysteriously impells him to attempt and to achieve intellectual feats of which, under ordinary circumstances, he would never have even dreamed. Put mediocrity in the professor's chair and you curse the rising generation. There will then be no liberal education except in spite of the influences which should secure it. The earnest student may be greatly aided or greatly retarded by his environments; especially so, when it is environment from which he has learned to expect so much. True his mind is not moulded as an earthen vessel in complete passivity, by the hand of the potter. There needs to be spontaneous and hearty co-operation on his part. But for that very reason, there should be in the professor's chair that pre-eminent ability which commands reverence, and that helpful inspiration which secures co-operation. Great teachers never teach a book; they are more than a hundred books combined. No great teacher will permit his student to merely study a book. He will teach him how to rethink the book. But he will teach him vastly more. He will teach him how to reflect on the subject in such a manner as will enable him to correct the book where necessary and thus he will place in the hand of the student the key to all successful study, the key to self-education, which all true education in the last analysis must be.

I would in conclusion offer a few observations on what the student must do for himself, if he would be liberally educated. Every student should set before himself a very high ideal. He should aim, not at a petty intellectual fastidiousness, and not at what some one has aptly called "a fine ladyism of the intellect." For these grow most luxuriantly on the thin

and artificial soil of minds at once vain and second rate. College life should ring the death knell of all such fastidious littleness and at the same time ring the birth peal of a nobler, manlier tone of thought.

"Greatly begin, though thou have time
But for a line, be that sublime—
Not failure but low aim is crime."

The honestly and modestly aspiring student should remember that our world is full of noisy mediocrity, often assuming the dress of true and developed greatness with most indifferent results. He should ever remember that where slipshod work is done the results must ever be indifferent, and that wherever the best work is done time will forever disclose the best results. The mere surface effort may produce intellectual fireworks of varied color and dazzling brightness for the moment, and for the moment only, to be succeeded by the darkness of disappointing failure. But thorough intellectual work will secure perennial and eternal light. Indeed, the surface student may at first seem to eclipse his slower, because more thorough, brother. But he is never sure of his ground and soon falls behind in the race, while his slow but thorough neighbor stands an undisputed first.

"As lamps set high upon some earthly
eminence,
And to gaze, brighter seem than the
sphere-stars they flout,
Dwindle in distance, and die out
While no star waneth yet;
So through the past's long searching
night
Only the sphere-stars keep their light."

He, who would be liberally educated, must aim to do the highest work and to do it well. The man who desires a liberal education should never be in a hurry. Hurry is the ambitious young man's danger. He