

finest idea of the means that will be most likely to contribute to his success.

That there is a great deal of misapprehension abroad in regard to the results that should follow from a course of study goes without saying. There is also much confusion in the public mind as to the distinction between a liberal education as given by a college, and the education given by a technical school. Accordingly we sometimes hear severe criticisms on the work of the college, because it fails to qualify its graduates for any particular business in life. They have not been taught to work a farm, or run a saw mill, or teach a school, or keep a merchant's books, or do any of the other things by which they may be able to earn money and make their way in the world. They are, it is said, more useless and helpless when they come out of college than when they entered it. They have forgotten the few useful things they once knew and have learned nothing useful to take their place. Their hands have become too soft to hold a plough or drive a plane, and their heads are too full of the delights of learning to allow them to take much interest in what they regard as the sordid activities of business.

Now it must be granted that this criticism, severe as it is, would not be wholly without justification if we should regard the matter simply from the standpoint of material success, and take as our one measure of the thing we call success, the immediate cash value of the student's earnings. I say immediate cash value, because it seems to me that after any considerable term of years the college graduate may come out ahead even on the hard cash basis. The Arts College is in no sense a rival to the special schools, it does not aim to compete with them. It has its own traditions and its own sphere of work, and it can claim its right to continue to exist only as it continues to adhere to its traditions and to work within its own sphere.

And now the question comes:—What is the sphere of the Arts College? What is the purpose for which it exists? If such a question were asked in regard to any of the schools for specialists, the answer would be obvious. The student goes to one of these schools for the purpose of learning a trade—of acquiring the knowledge and skill necessary to qualify him to do some special kind of work. But why do young men and young women come to college? The education they receive has, as a rule, no commercial value. The things they are required to learn are not to be used by them for the purpose of making a living, and generally is not used for any