

in view than that of taking a good stand in the examinations. Such adherence to the curriculum is narrowing in its tendencies, and is far from the intention of those who planned the course of study. It is an abuse of the course rather than a legitimate use of it.

Now there are certain institutions which are inseparately connected with college life, if not altogether essential to it; and it is by means of these that the narrowing tendency of preparing for mere examinations is counteracted, and that broad and general education secured which has ever been the aim of those who lay down judicious courses of study. Among these institutions the inter-collegiate debate deserves a place. It prevents the student from wearing into such a groove as would be inevitable should he keep the subject of examinations continually before him; or, if he has already got into the groove, it lifts him out of it. He is taken away for a time from the routine of his ordinary study, and from his habitual servitude to the text book, and is thrown upon his own resources to collect, discriminate and reject for himself. All this develops in him the power of independent and original research. Let the student beware, however, of running to extremes in this direction. There is great danger that he may drift into a "free-and-easy" method, and so become unable to apply himself to any fixed and

continuous line of study. He thus ceases to be a student. Many a so-called student is in reality no student at all because he is too lazy, or lacks the will, to apply himself to the course prescribed by the college authorities; and he easily beguiles himself into the false belief that he is acquiring an education upon a broader and more liberal basis than that which the college authorities have laid down.

Again, public inter-collegiate debates serve as educators to the people. When a subject is discussed in public debate, the attention of the people is forcibly directed to the question in hand, and their minds are drawn along certain lines suggested by the debate. A discussion of the subject goes on in every mind, and each individual reaches a conclusion for himself and herself according to the seeming weight of evidence presented. This process is not only instructive but intensely interesting as well, so that the audience is provided with a much better class of entertainment than is ordinarily provided by the theatre and kindred institutions. What, then, is the tendency of such debates so far as the public is concerned? To elevate, surely; or, at any rate, to prevent degeneration.

Another benefit that necessarily attends public inter-collegiate debating is that it directs public attention to the colleges and brings the people into