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IS THERE EDUCATIONAL VALUE IN THE SOCIAL LIFE OF THE UNIVERSITY.

BY CHANCELLOR O. C. S. WALLACE, M'MASTER UNIVERSITY.

The editorial expectation of an affirmative answer to the question, "Is there educational value in the social life of the university?" shall not be, and should not be, disappointed. It is a pity that there are students who attach but little importance to this part of their school days, and a calamity that a few educationalists unduly and mischievously encourage young men to substitute private reading for study in the college community.

Twenty-five years ago it was said that, because the day of the magazine article and the newspaper editorial had come, the day of the pulpit and platform was past. But sane men know to-day that though the editorial and magazine article have their place and function, when these have done their best and their all there is something still undone which must remain undone until the living voice, expressing conviction and emotion, as well as thought, speaks to living consciences and hearts. An illustration of the power of the orator to create a following and control a party has been given lately in the United States. To-day many people speak in high terms of the educational value of extra mural studies. Twenty-five years from to-day belated educationalists, it may be, will still hold like opinions; but most men will have learned better. Extra mural studies may be of large value to persons who have had already much training under the direction of teachers,

and in association with fellow students, but they cannot do for the average student that which must be done if he is to become a man of liberal education and real culture.

Those who say the contrary are men who over-estimate the value of knowledge, and under-estimate the value of life.

Three influences should co-operate in moulding the life of the undergraduate: First, that which proceeds from the facts learned, whether these come to him from text books or the lips of his teachers; second, the personality of his teachers, expressing itself in enthusiasm for their subjects and for those whom they are seeking to teach; and third, association with fellow students. When the most possible is made of these three influences the third is worth more to some students than either the first or the second. Either one of the three may do hardly anything, or may do any evil thing for a student. But this is only to say that some students are sepulchres for ideas, whom much learning cannot make men; that some teachers have nothing of noble enthusiasm or ideals to impart; and that some school associations are mischiev-



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ous. But this is as truly exceptional and abnormal as it is deplorable and unnecessary.

Among the good resolutions which a student should make when entering upon a university course is this: "I will learn and gain as much as possible, consistently with