

Why a Student Should Support College Organizations.

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"HOW can I make the best of my college course?" is a cry that must inevitably come from the lips of every student worthy of the name, who has been granted the opportunity for a college career. Hard indeed would be the heart that failed to sympathize with such a cry. So, when the appeal for aid in solving this perennial problem of the incoming fresh men came from the editorial sanctum of the *O. A. C. Review* to the present writer, he gave it a ready hearing. Nor have the labors of the University Summer Session, with its abundant lectures, its interesting cosmopolitan classes, its intensely high temperatures, been devoid of lessons on the subject under discussion. For, as this latest college development of our strenuous age—the summer session—taxes the men, who now above all others may fairly claim to lead the strenuous life, it justifies us in setting up a high ideal for the college student in general. Such an ideal should be in the mind of every young man who enters the Agricultural College, and we may express it in the form of a thesis, which is also a truism: *The full value of the College Course is obtained only by such students as take part in all the college organizations.*

To a graduate of many years' standing this theme is worn somewhat threadbare, but it may give it freshness

to treat it first from a comparative, and then from a national standpoint before taking it up from a purely personal point of view.

It might almost be considered an axiom that in every country the national characteristics are reflected in the secondary activities of college life.

Thus the great English typical universities of Oxford and Cambridge show that devotion to outdoor exercise and sport which has done so much to make the English a colonising and a conquering race. And that the Oxford Union is almost as famous a debating club as the House of Commons, is recognized by all the lady novelists from Mrs. Humphrey Ward to Gertrude Atherton.

In Germany, on the contrary, we find a kindred people with very divergent ideals of student life. There the aristocratic students form a far smaller proportion of the whole body, and exhibit in their *corps* organizations that type of arrogance which is the natural characteristic of a dominant military caste. On the other hand the numerous literary, scientific and musical organizations which give a breadth and fullness to student life that it has nowhere else, testify to the highly developed intellectual and artistic life of that favored land. The finest type of German professor presents an almost unequalled combination of breadth of