

for a boy full of animal spirits, and not spurred to intellectual effort by poverty, the pressure is often too gentle, the reward too remote. Such a youth may be, in the first place, too well pleased with himself to understand his relation to his fellow-men and the respectability of labor. He may fail to see that college life does not of itself make a man distinguished; in a vague way, he feels that the university is gratefully ornamented by his presence. No human creature can be more complacent than a Freshman, unless it is a Sophomore; yet the Freshman may be simply a being who, with no particular merit of his own, has received a great opportunity; and the Sophomore may be simply, a being who has abused that opportunity for a year.

Now the Freshman meets, in a large modern college, a new theory of intellectual discipline. As Professor Peabody has beautifully expressed it, he passes "from the sense of study as an obligation to the sense of study as an opportunity." Too often he regards study as an inferior opportunity; and having an option between study and loafing, he takes loafing. "In the Medical School," said a first-year medical student, "they give you a lot to do; and nobody cares in the least whether you do it." In other words, the Medical School may rely on the combined stimulus of intellectual ambition and bread and butter: its Faculty need not prod or cosset; it is a place of Devil take the hindmost. Yet the change in the attitude of teacher to pupil is not more sharply marked between college and medical school than between preparatory school and college. "There are only two ways of getting work out of a boy," said a young college graduate. "One is through emulation; the other is to

stand behind and kick him. Mr. X [a well known schoolmaster] says, 'Jones, will you please do this or that'; Mr. Y stands behind Jones and kicks him into college." I do not accept the young graduate's alternative; but I have to admit that many boys are kicked, or whipped, or cosseted, or otherwise personally conducted into college, and, once there, are as hopelessly lost as a baby turned loose in London. "It took me about two years in college to get my bearings," said an earnest man, now a superintendent of schools. "I didn't loaf; I simply didn't know how to get at things. In those days there was nobody to go to for advice; and I had never read anything—had never been inside of a public library. I didn't know where or how to take hold."

This is the story of a man who longed to take hold; and we must remember that many of our college boys do not at first care whether they take hold or not. It is only in football, not in study, that they have learned to tackle, and to tackle low.

"A bolstered boy," says a wise mother, "is an unfortunate man." Many of these boys have been bolstered; many are mothers' boys; many have crammed day and night through the hot season to get into college, and, once in, draw a long breath and lie down. The main object of life is attained; and for any secondary object they are too tired to work. The old time-table of morning school gives place to a confusing arrangement which spreads recitations and lectures unevenly over the different days. They walk to a large lecture room, where a man who is not going to question them that day talks for an hour, more or less audibly. He is a long

¹Both ways are known in football, besides what is called "cursing up."