

vocably fixed. We do well not to risk waste of time even on the problematically good.

At any rate of this we may be sure, that if, as time goes on, we submit ourselves to the will of those whom the world rightly and persistently calls masters, and if in this submission we also

think *sympathetically* and *creatively* of the inspiration we in turn may be to our fellows, there will at last be in us not much of noble, not much of lofty but may receive at our hands an expression worthy at once of the message and of ourselves.

W. F. OSBORNE.

NECESSITY OF A COMPLETE EDUCATION

There is a two-fold life possessed universally which every student easily recognizes and generally appreciates. It is not my place nor purpose to emphasize in this paper what College Athletic Societies and Faculties of Professors are daily seeking to teach: the value of a body with strong vital forces and a mind well trained and informed. If this lesson is not learned in the University, an outsider may not hope to teach it successfully, and the student must wait until later years when defeat and misery overtake him in the race of life, and when, alas! it is too late to mend. He then learns to his sorrow that though with sufficient force of intellect to push his way to success, yet he is constantly handicapped by want of physical energy, and although he may have prospects of a heaven after death, there is little hope of enjoying one here on earth. Or, on the other hand, if he has taken heed to the captain of the football team, or the president of the Order of Walkers, and developed a physique vital enough to supply momentum for life, yet if, in the enthusiasm of college sports, and the glamor of social engagements, he ignores the careful cultivation and information of intellectual powers, he may go forth with an appendix to his name, but in the keen competitions of life his degree will avail him not, and may bring upon him, and possibly upon his college, the smile of contempt.

The college student of to-day is to be congratulated on the splendid opportunity afforded for the development of this two-fold life. The bathrooms, dormitories, stair-climbing and campus leave no

excuse for a weakened or nerve-shattered body: and the multiplication of special courses of study during recent years permits each student to work in harmony with task and natural mental ability.

You will kindly permit what has been written as an introduction to what I wish emphasized.

When body and mind are growing from more to more, the whole life of the man has not been covered. Such an education must forever remain an incomplete one and the man be counted unbalanced and largely undeveloped. Within this two-fold life is another fold demanding the *carefullest attention of every student* for its unfolding. There is the soma and the psyche fed, trained and developed by us in our college days, but within the soma is the pneuma or spirit, a distinct chamber, or at least with distinct junctions, where dwell the intuitions, conscience, and the will. No man can be said to have fully begun his education, and must largely make a failure of what he otherwise possesses, unless that spot where moral determinations are formed, and visions of life obtained has vital purifying force within it. Dr. Martin's definition of a liberal education will suffice to further explain our statement: "If I apprehend education correctly, it seeks to develop rightly, to direct and strengthen in full symmetrical proportion every faculty of mind and body which man possesses. The senses to perceive exactly and fully; the memory to record carefully and recall readily; the imagination to weave its flowers so beautiful and bright around earth's daily toil; the intuitions