

potent of the forces that operate during college days. College society is a little different from any society that can be found anywhere else. There is an openness, a freedom, a frankness about the intercourse of college students with each other, or at least there was when I was a student, that you look in vain for elsewhere. The young men weigh and measure and estimate each other's abilities, and criticise and praise each other with a freedom and unreserve peculiar to college society. If a student brings to college any oddities or conceits or affectations, if he puts on airs or assumes more than his abilities merit, he will not have to wait long to find out what the other students think of his peculiarities, and he will not find his position wholly comfortable till he has made an honest effort to bring his own ideas of himself into harmony with those of his fellows. This training that students get from college is of course, like every other good thing, liable to abuse, and may occasionally be productive of harm, but as a rule it is healthy and good, and is one of the forces that contribute to develop a healthy manhood.

Amongst the benefits dependent upon the studies pursued in college, perhaps the one that should first be mentioned is that which comes from the acquaintance the student is permitted to make with the great thoughts of the great thinkers past and present. That the student in English Literature and in the ancient and modern languages is brought into contact with the best thought of the great men who have written in these several languages, is a fact so manifest as to scarcely need to be stated. But this is equally true in every department of study. It may be that the authors of the text books placed in the hands of the students are not themselves men of marked originality or great ability, but the thoughts they present are, nevertheless, the thoughts of the world's great thinkers. The text books on mathematics, for example, whatever name may be found on the title page, must contain the best thoughts and reasonings of a long line of profound mathematicians from the ancient Thales and Pythagoras down to Newton and Leibnitz and Euler and scores of others of more modern times.

It is sometimes said the proper meaning of the word education is to be found in its etymology, and that it consists in a drawing or leading out. This may be true if we mean by it the leading of the student out of a condition in which he has little or no power of correct and consecutive thinking into a condition in which he has acquired that power. But the method by which this transformation is effected consists