

college well trained to think, to judge, to express his thoughts and to observe." That father is the public opinion of today. In obedience to it, school systems, college courses, and examinations are organized on the basis of knowledge as the chief result to be obtained, training of the mind being a mere by-product. Whole nations are suffering from the effects of this heresy. An article in EXCELSIOR on the value of the classics is a very small voice in the wilderness at a time when education is controlled by a general public which does not really value any study from the point of view of the brain-power it develops.

Every study, whether scientific or literary, can confer two distinct benefits on the student. It can give him knowledge and it can increase his mental strength. His success in life depends far more on the latter result than upon the former. The total loss of the knowledge of a given branch is to him a comparatively small loss, providing he retains the increased power of thinking and judging which the study of it gave him. But it is quite possible, I might say quite common, to get the knowledge part of the study without getting the increase of power. Some growth of the latter there no doubt is in most cases, but it is often small compared with the knowledge. This results partly from the motive and method of the study. On this point I find an entirely pertinent testimony in a lecture recently delivered in England by a Professor of Applied Mathematics in University College, London. He says :—

"I have been engaged for sixteen years in helping to train engineers, and those of my pupils who are now coming to the front in life are not those who stuck to facts and formulae, and sought only for what they thought would be useful to them in their profession. On the contrary, the lads who paid attention to method, who thought more of proof than of formulae, who accepted even the specialized branches of their training as a means of developing habits of observation rather than collecting useful facts; these lads have developed into men who are succeeding in life. And the reason for this seems to me, when considering the individual cases, to be that they could adapt themselves to an environment more or less different from that of the existing profession; they could go beyond its processes, its formulae, and its facts, and develop new ones. Their knowledge of method and their powers of observation enabled them to supply new needs, to answer to the call when there was a demand, not for old knowledge, but for trained brains."