

of a college course, it is necessary to apprehend clearly the object which one desires to reach. The old proverb has it, "To be forewarned is to be forearmed," and our much-esteemed professor of Mental and Moral Philosophy in McGill University, Dr. J. Clark Murray, used to tell us that a question clearly stated was half-answered; and so there is a sense in which a purpose clearly apprehended, placed before the mind in sharp and distinct outline, is half-attained. It is, then, before us to examine the aim and purpose of a college education.

But here, I would pause to say that it shall not be my endeavor to say anything that is new. My sphere is the trite, the hackneyed, the common-place; and the practical rather than the theoretical. Nor shall I assume the role of the preceptor, and presume to be erudite, abstract, profound. I shall think myself happy if I succeed in translating some of your own thoughts into appropriate language, and in arranging them in somewhat orderly form.

The aim of a college education may be said to be a three-fold one:

- I. To acquire the mastery of knowledge.
- II. To acquire the mastery of men.
- III. To acquire the mastery of oneself.

The first, you will say, is difficult; the second, more difficult; the third, most difficult.

You will kindly bear with me if, for obvious reasons, I confine my remarks to the first named.

A College Education, then, seeks, to give one the mastery of knowledge. "Knowledge is power," said the old philosopher, and the truthfulness of the saying is recognized the world over. The acquisition of knowledge is perhaps what bulks most in one's mind when contemplating a college course. How to acquire it is, therefore, a question of practical value.

I. And first here, I would say, it is of the utmost importance to have a due recognition of one's ignorance. Our good Principal has a hyperbolic way of saying that our ignorance