

sional work. Besides this I feel sure that in the time coming academical education will continue to improve, that it will begin with such general instruction as every man and woman needs, and will then branch off into the various directions suited to different tastes, capacities and pursuits, in such a manner that every student shall find his true place and be so directed as to be fully fitted for that place. This is in truth the goal to which education should tend, and all the discussions respecting the relative merits of classical and scientific and modern subjects and general and technical subjects, are subordinate to this great principle. The difficulties in reaching this end in the present state of society are immense, and those of us whose lifelong effort it has been to prepare for securing it are often tempted to sit down in despair. But already the light dawns, and there are many men of clear vision who can see the coming day when it will no longer be necessary that so many of the men in every profession should be unfitted for it by natural or acquired defects, and that the fit men should be set aside in uncongenial places. The many educational experiments in progress in our time, some of them it is true very faulty and imperfect, all show at least the wish for better things, and the movements now in progress, so far as they are in the right direction, may be expected to advance at an accelerated rate. It is in view of all this that I would say a few words to students of the university who may live to enjoy something of the fruit of the seed which has been sown by those now passing away, and which we older men are not destined to taste. We may see the distant fields of the good land, but we shall not place our foot upon it.

To one who in the pilgrimage of life has left the ordinary student stage far behind, but is still himself a student, the position of the young man or woman who has left the strict control of school and home, and entered on the conscious, intelligent and independent work of preparation for the duties of life, is intensely interesting. It is connected with a thousand memories of the past, with thoughts of the present and of the future; and in any earnest mind begets a great longing to aid those who are thus learning to steer their barque amidst the storms and currents of life.

We watch the young man or woman in this hopeful yet dangerous time that inter-

venes between childhood and manhood or womanhood, as we watch with breathless interest the runners who are poising themselves at the starting line ready to bound forward at the expected signal, or as we might watch the ranks of eager combatants advancing to storm some strong fortress. We know something of the issues for weal or woe that are bound up in their future, and would fain with prophetic vision penetrate to their destinies.

The youth thus preparing for the work of life is necessarily in some sense a student, whether at college or not. He must be a thinker, and that on the most momentous subjects. What are the pursuits he is to follow, what his future connections and associations, what the objects he is to work out for himself in life and how to be pursued, what are his chances in the struggle, how is he best to secure every advantage and escape every danger? In view of such questions he might well be overwhelmed with doubt and hesitation. But youth is a time of enthusiasm and hopefulness. The world is before the young man, and in anticipation its difficulties fade away and its prizes seem easy of attainment. He may feel the want of the checks and guidance of home, but rejoices in new liberty. He may be diffident and modest, but has a bounding sense of strength and vitality, and better still, he may and should entertain a firm trust in God and a noble confidence in humanity, whether in himself or those with whom he may enter into friendly or profitable relations.

Collegiate life has an important place with reference to this great work of preparation. It gives the young man or woman a few years of thought and training and of companionship with higher minds before entering on the actual work of life; a time of quiet study and preparation; a time of severe culture and training; a time for deciding with the best advantages on the paths to be pursued in the future. The benefit of this, properly used, is inestimable, and though it may delay that time to which every young man properly looks forward when he can earn his own subsistence and play an independent part in the world, it is well worth the sacrifice. Yet these advantages may be lost or thrown away. There are young men, happily very exceptional among Canadian students, who cast aside the higher aspirations which a student's life is fitted to encourage, who substitute for love