

than the smaller one in the basement. We have too much confidence in our professors to entertain the thought for a moment.

Is the regular college work so laborious as to leave no time for college societies? This also might be construed into a reflection on our professors. But we believe the charge is groundless. Our hall certainly never was the home of loafers. Yet are not a few hours at least slipping away from nearly every one each week of much less value than time spent in our meetings. Some of our city parlors have tales to tell of the time an industrious student can spare. Perhaps the variety of noises that so often break the monotony of our studies, or soothe us to sleep about midnight, can confirm the report. At least the students who are present are not as a rule the least industrious.

Are our meetings then too dull to be attractive? Before making this charge we should always be sure the cause of the dullness is not subjective. This seems to be the only conceivable explanation of such an impression. Our students do sometimes advance opinions the validity of which is not above suspicion, and at times traffic in words without any palpable meaning, but we have seldom seen them dull. Our prayer-meetings certainly are not all that we would wish, but there are few who can attribute the cause to others more than to themselves. The most of our papers at the Theological Society have been of an exceedingly high order, and any who may have failed to appreciate them must have been accustomed to a very high standard of oratory during the summer. The student who spends several precious hours and takes much pains to prepare an attractive and profitable paper doubtless has his reward in his own work, yet must he not feel slighted to find only one-third of the students assembled to hear him. It would certainly be more bracing to his feelings if the appreciation of the students were as general as we know it is cordial.

Even if our meetings were dull retreat would be disgraceful. We are not willing to confess our inability to make our college societies a success, and they play too vital a part in college education to be lightly given up. It is a commonplace that the results of a college education do not consist merely in what a man has learned. It produces a new type of thought and a new tone of life and character. These are due chiefly to the person-