In so far as the charge is true that a college training tends to make those who receive it a class apart, and prompts them to make extravagant demands, in just that proportion is it a fair criticism of our system of instruction. We have a right to expect that the college-trained man, more than any other, shall be tolerant and patient. That he shall understand, as no one else can, that truth and honesty and virtue belong to no age and no nation, that they are the property of no party and no sect and no class: And we have a right to expect that, realizing this, he shall have wholesome views regarding human nature. If the college atmosphere does not encourage all this, then the college atmosphere needs quickening. I do believe, however, that the college spirit of to-day is wholesome and catholic; that the men in the higher institutions of learning are in closer touch with the great body of mankind than ever before, and that men who go through college and take their places in the world do so in accordance with the rules of common sense.

But beyond all such questions, and including them all, is another in which the state is vitally interested, and this is the quality of the citizen which our system of education is adapted to produce. This I hesitate to approach, since to discuss it is to open the whole question as to what the object of education is and what subjects should be taught to accomplish that object.

Is education to have for its object the training of the intellect, or is it to aim at the development of character, or is it to undertake both objects? And if the character is to be developed, what are the formal means which are to be used in this development?

These questions have been asked anxiously since systems of education had their beginning. In our day they seem to have settled themselves, so far as the practical efforts of the universities and colleges are concerned, by a process of exclusion. It is assumed, at present, that education — like all other training — has for its end the acquisition of power. In order to acquire power quickly the whole effort in modern education is directed toward the training of the intellect.

There is no disputing the fact that the educated man has in the world a higher potential by reason of his education.