

of a session when professors deal with subjects which are congenial to them. These subjects they can make peculiarly interesting. The hours spent in their discussion pass quickly, and are in the highest degree pleasurable. The mind of the teacher is saturated with his theme. He loves it; his voice has an indescribable coloring; he forgets himself; his face glows with enthusiasm; he impresses himself upon his class; he transfers his own personality to others. It is a luxury for professors and students to linger here; but a clamoring calendar interposes, and bids the teacher move on, giving him time merely to skim over the surface of deep waters.

The student in his room has his favorite subjects; some of his books he takes from his shelves with pleasure. He is delighted with hermeneutical or historical studies. He would like to dredge in those depths where he can find what is congenial to his nature. But approaching examinations suggest the wisdom of dipping into other waters, and he is forced to abandon with reluctance, what gave him so much satisfaction.

It is tantalizing to undergo such treatment; it is disheartening to be jaded with a multiplicity of subjects; yet subsequent experience demonstrates the necessity of such a course. Compensation, ample and gratifying, is made in after-days for the sorrow and restraints of student life. It is refreshing to know that when occasion demands a conflict with materialists, historical critics, or any other opponents of truth, we can, from the stores of our armory, produce effective weapons wherewith to discomfit our assailants. Then we shall often find that what we least cared for becomes our most serviceable instrument of attack and defence. It is pleasing to have at our command what will quiet or remove perplexing doubts from the minds of anxious enquirers. After-experience will prove that heroic grappling with the drudgery and the uninviting parts of a college course, will prove a satisfaction equal to, if not surpassing, the pleasure that shall be experienced from those subjects we embraced with alacrity.

There is, however, in college life much that is worrying and obnoxious to our ideas of individual freedom. It is no small relief to realize at the close of our final examination that fetters have been removed; that now the graduate can lay down his own curriculum; that he can apply himself to those subjects which he has found to be adapted to his tastes, and which will be of more immediate practical use to him in the changed position which he occupies.

This leads to another interesting point of comparison in the two modes of life: When a man ceases to be a student he rises from a comparatively obscure position to one of vast importance. He becomes a citizen, who should be an important agent in moulding and modifying the society in which he moves. It is true that as a student he has to a degree entered, in the mission field, upon the lifework he has chosen. But in the mission field