

any system, it would be impossible to have uniformity in all the colleges in this respect; but the exchange of professors would tend to grade the various institutions according to the efficiency of the teachers employed. It may be that the proposed scheme would have in this respect the advantage claimed for state universities without any of the evils attributed to them.

SUCCESS IN COLLEGE LIFE.

THE causes of failure and the secret of success in college life, are subjects worthy of the student's consideration. The difference between success and failure is frequently no more than the small angle made with the true road by the path which terminates at an opposite point. The past history of our own institution would lead to the conclusion that the number of students in the Senior class of '90 cannot be determined from the number in the Freshman class of '86. It is truly surprising that so large a proportion of Matriculants have failed to complete the course. According to the History of the college, published in 1876, of the four hundred and ten entering college, only one hundred and sixty-one graduated.

The causes of these failures are not far to seek. In these days an education is within the reach of all. Those who begin and do not finish, therefore, have nobody nor anything but themselves to blame. The first and perhaps the most prolific cause of failure is the tendency to attach too little importance to what may be called preparatory work—to regard it as having no bearing on the more advanced studies. The student above all needs to feel that,

Nothing useless is or low;
Each thing in its place is best;
And what seems but idle show
Strengthens and supports the rest.

But this is just what he finds a difficult thing to do. Talk to a Freshman about the importance of Mathematics—of its relation to other branches of study—and it will be found, in nine cases out of ten, that he utterly fails to understand its true value. Hence, considered as mere drudgery, it soon loses its interest; and the result is discouragement, which ends in a partial course, or, in some cases, in a ticket for home. New comers should guard against this fallacy. Too much importance cannot be attached to primary

work. If any discrimination is made between the relative merits of the preparatory and advanced studies it should be in favor of the former; for in study, as in architecture, on the thoroughness with which the foundation is laid depends the strength of the superstructure.

Another cause of failure is self conceit, or an over estimation of one's abilities or attainments. This is intimately related to the first—is indeed the source of it. Somebody has said the world has rods in store to whip the conceit out of everybody. The college student finds it too true; and it is often the want of a proper conception of the justice of the stripes that makes them unendurable. Experience is a good teacher, but her lessons often fail to be of service because they are learned too slowly. If the student could see his nakedness in his first, as he does in his fourth year, he would be more likely to don the covering provided. It is because he does not feel the need of it that he scorns the armour, and, consequently, before deciding to put it on he receives a mortal wound.

If these two quagmires and the dangerous ground surrounding them can be avoided, the probabilities of failure will be materially lessened. And now we come to consider the secret of success. Success in college life! important question; on what does it depend? The true answer to this question is the Philosopher's Stone of the student. It is not splendid talents, for some of the most notable failures have come from the ranks of nature's favourites; not wealth, for the difficulty in many instances has resulted from a cringing dependence; not favorable circumstances, for many who have had wind and tide in their favor have sunk—the secret of success is not any of these; but it is a purpose founded on an independent individuality, deriving its strength from an educated Will. Such a purpose rises above petty difficulties, triumphs over those more formidable, is a source of untold strength and life. Personality must be at the bottom of it, because nothing can be more heartless or less liable to succeed than a borrowed purpose. The student ought not only to be old enough to think for himself, but he ought, also, to be obliged to outline his course of action before he enters college. If he starts out with one hand fast hold on his mother's apron strings and the other in his father's pocket, when the strings break or a hole appears in