

three distinct lines ; it presents three different aspects, the material, the educational, and the spiritual. The endeavors of all interested are directed towards the promotion, to the highest possible degree, of each of these, which represent the body, the mind and the soul of the college. We may well propose to ourselves, while the year is still young, and not only propose but accept and make our own, this resolve, that we shall earnestly exercise and not forfeit, develop and not dwarf whatsoever gifts and possibilities, intellectual or spiritual, that Providence graciously puts in our way. It is unquestionable that the most precarious and decisive season in the individual careers of those who enter this ministry of the Church is that spent in the dreariness and disappointments, the toil and perseverance, the successes and the triumphs of student days. What we are when we leave college that shall we ever after be. The habits then formed remain inflexible, the impressions received indelible, and the tastes acquired permanent. Let us then, each and all, ere another year or another day pass by, and is gone irrevocably, enter into this covenant of solemn hope with ourselves: to acquire no taste that shall prove pernicious, to receive no impression that shall work us harm, and to form no habit that shall impede our progress. Thus shall we act defensively. And how aggressively? how positively? Hear the advice of Ralph Waldo Emerson: "The best rule of reading will be a method from nature, and not a mechanical one of hours and pages. It holds each student to a pursuit of his native aim, instead of a desultory miscellany. Let him read what is proper to him, and not waste his time on a crowd of mediocrities. . . . With this pilot of his own genius, let the student read one, or read many, he will read advantageously. Dr. Johnson said: 'Whilst you stand deliberating which book your son shall read first, another boy has read both: read anything five hours a day, and you will soon be learned.' "
