

it was with reluctance that good-bye was said to Muskoka, Mackinac Island, Grimsby, the Thousand Isles, or the other summer resorts. Our opening day dawned bright and fair. Morning, afternoon, and evening trains brought the returning students; but it was Friday before our number was complete, and the eight resident and four day pupils which comprise our graduating class were listening to our respected principal's learned dissertations on Biblical History and English literature; on mental philosophy and moral science.

We are afraid from the disparaging remarks already heard, that Class '87 will never be distinguished as the "dignified seniors." Even college caps and gowns fail to inspire respect on the part of precocious juniors. We hope to prove before the year is ended the truth that "mind is measure of the man."

Every year brings its changes, none more surely than this. It seems as if some were missing who ought to be here. No newcomers can ever take the place of the loved friends of Class '86. Friendship is not with us here to-day and gone to-morrow, the perfume and suppliancy of a moment.

Our college life this year presents a few new features: more than half our number taking French and German, Greek or Latin, as a preliminary to obtaining the higher degree; one of the seniors sufficiently well prepared to graduate after a single year's study; a resident professor takes charge of our science department; and a new preceptress insists "*Parlez Francais*," madamoiselle. "*Ave et Vale*" is our covenant of life.

"Hail! and farewell! Such is the fleet condition  
Of earthly intercourse; we meet to part.  
Joy perisheth in rapture of fruition.  
Hail! and farewell!

SOME one has justly remarked that half the battle of a student's life is over when he has learned how to study. In the beginning of the school year may we not profitably give some attention to this fact? Do not some of us go through most of our school life without having learned how to employ our time to the best advantage? Do we not often spend time and effort without attaining to the full results at which we aimed? Do we not fail even after a conscientious effort to succeed?

Let us consider a few of the essentials to success in student life. If it is true that the path to future success lies through present duty, there is not much likelihood that we will succeed at something that we would like to do by and by if we are not ready to do as well as we can that which we ought to do just now. As students, nothing must be allowed to interfere with the performance of present duty. Having mapped out the work for our study hours, let us faithfully prepare one Logic at the hour set aside for Logic; Natural Philosophy and Trigonometry at the time devoted to them.

Our moods must not influence us in our work. Because we do not feel like working at a particular subject is no just reason why we ought not to do so. The peculiar gain of our school training is that we get into the way of study at certain hours, because we must do it whether we are in the mood for it or not. There is a gain in all regular work that we will lose if irregular.

Concentration is equally an essential. The last home letter, the long looked for box, the latest gossip must not intrude upon thoughts of moral science. Chemical experiments are not more clearly understood for an intermingling of chitter-chatter.

Interest in our work is all important. Our hearts must be in that which is to succeed. The work itself may not be attractive. All of us are not sufficiently intellectual to