

was a student, and Dr. Cramp was president, I was showing a lady through the Library. After looking at the titles of a number of the books and looking into a few of them she asked me if I had read them ALL. On my modestly confessing that I had not, she said she had no doubt Dr. Cramp had read them all and could tell you all that was in them. The idea is that the mind is like a great reservoir that can be filled, or nearly so, in four years of college life, after which it is only necessary to turn a tap in order that the pent up erudition should flow off in copious streams. I do not suppose that any of our students expects to cram a library into his brains, but I think a good many of them hope to make a nearer approach to the sum of all knowledge during their college course than they are likely to realise. The student just entering college is apt to think of the senior as he comes upon the platform to deliver his oration and receive his degree as a man (or woman) who has attained high eminence in the realm of scholarship. The professors are, of course, learned, each in his own subject, but have not all of these professors poured the wealth of all their learning into these young men and women who are the heroes of the occasion? Are they not in truth the heirs of all the ages—the inheritors of all the wealth of wisdom the college can bestow? But as the years go by and the admiring freshman has himself become the recipient of a degree, he is likely to feel—indeed, if his college training has not been lost upon him, he is certain to feel like Newton, that he has succeeded in gathering only a few shells and pebbles, while the countless caves of the ocean are yet unexplored.

Another mistake that students sometimes are liable to fall into is much more harmful. Occasionally we meet students who seem to be under the delusion that there is some magic virtue in the four years' residence or in the diploma that comes at the end of it, that will, in some mysterious way, work a transformation in their lives. They are very anxious to get the degree, but seem almost equally anxious to avoid the hard work which the degree is supposed to represent. Some of them appear to give more time and thought to devising "ways that are dark and tricks that are vain," to get credit for having done work that they have not done than would be necessary, if honestly applied to the work itself, to carry them safely through it.

It is scarcely necessary to say that any student who hopes