

he enters upon his Junior year. Some may say this is as it should be; that the class work being what it is, the diligent student should have no time for using the library. Possibly so. It seems to the writer, however, that upon no student who is properly prepared to enter college, should the demands of the class room be so exacting and severe as effectually to hinder him from obtaining that discipline and culture which can come only from contact with the world's literature in some of its manifold forms of excellence. If, then, the student, instead of frittering away many of the precious hours of his first two years in useless loafing and unimproving gossip, and in co-öperating with others to rob himself and them of what can never be recovered, had only spent some, at least, of his leisure time in the pursuit of a systematic course of reading in well chosen lines of thought or forms of literature, he would, when he became a Junior, be ready with some pleasure to himself, to take up and discuss a given theme in such fashion as to give results valuable alike to himself and those who are fortunate enough to hear or read what he has written. But as things obtain to-day, real thought, real honest results, real literary merit, while not entirely absent, are not by any means present to the degree that ought to be possible,

Bacon's advice regarding the use of books is too well known to need repetition. The difficulty is that so many of those who enter a library for the first time know so little about what they need, or, if the need be known, where and how to supply it. The chances are that the inexperienced reader, thrown among a large number of books, will attempt to chew and digest what ought "to be tasted." Well meant endeavor, if misdirected, often disheartens even an eager worker; and so, unless there be a great deal of zeal and persistence of endeavor, the misapplied effort of the reader may produce disrelish for reading, possibly positive disgust with literature.

But almost any student has a fondness for some special department of literature. Let him not, however, fail to consult with those familiar with the books he ought to read, and learn from them what it would be well for him to begin with. In this way he will read to advantage and lay right foundations for subsequent reading. Having thus obtained a knowledge of what is best within his chosen field of reading, he can never be satisfied with the second-rate or false.

As the student continues his reading he will be brought into relation with other lines of reasoning and research and other branches of literature, and so will be led, insensibly perhaps, to the discovery of other, and often more abundant, treasures of thought and expression. And so he proceeds, with an ever expanding field about him, that yields rich returns in the ennoblement of life and establishment of true purposes and high ideals, in the elevation of thought and heart, until, at last, with the speeding of the years, he comes into a unity of spirit with the best, the noblest, and the most truly worthy of those master spirits who, though dead, yet speak to us through the imperishable memorials they have left us shut up within the