

such individuals? A Solomon could not tell. If they have the means to pay for schooling, and a "bone-bowl" of sufficient dimensions to receive a lot of sapless lumber, no doubt, according to college conditions, they can carry a bit of parchment away from some *Alma Mater*. But whether they "go through college," or are of the number who gaze at a college from afar, and sigh to think "what might have been," is of little consequence so far as their weight is concerned; but to a college which graduates such persons, the consequences are considerable, for the school often must bear the disgrace of their nothingness. Therefore with an earnestness born of a consciousness that colleges are wronged, we beseech parents not to complain if a college has failed to convert into a genius the numskull which they sent to it; and we beg society not to despise a college because some of its graduates are feeble and light. The college is as much ashamed of such graduates as a mother is of a weak-minded child.

OMEGA.

SPARE MOMENTS.

Next to the formation of proper habits of study, there is nothing so important to the student as the way in which his spare moments are occupied. The profitable use of his leisure time gives precedence only to his power of application and to method in his work. The past has shown and the present amply justifies the belief that there is among students a lamentable tendency either to underrate the value of time not given to study, or to overlook the subject altogether. On a candid consideration of the question, surely there can but be one opinion. As students we ought to recognize the fact that there are benefits to be derived which are really outside, yet intimately connected with our college training. The influence of a college course in disciplining our minds, in training our tastes and in forming our characters

does not end in the lecture room and in the performance of assigned duties. The social and moral elements of our natures owe their development almost entirely to circumstances beyond the immediate supervision of our instructors. And here let each student remember that it is now, in the days of his student life that his tastes and character are being formed. Let him bear in mind too, that what he will be hereafter depends largely upon what he is now.

Let time, then, which is not required for performing regular college work be well spent. Let each of us in view of the responsibilities devolving upon us as students in the true sense of the word, be careful to what we give ourselves in our leisure.

It is true that some have less time to themselves than others. The whole time of some, except that needed for physical relaxation, is absorbed in their daily assignments. But with the majority of us this is not so. And the latter class should remember that their responsibilities in this respect are proportionate to their ability to do their assigned work quickly.

To direct the attention of his fellow students to any particular way of practising these principles is not the intention of the writer but merely to call that attention to facts too often slighted. If only he can awaken in some a desire to redeem time lost in the past by striving to improve spare moments in the present, his object will not be unaccomplished.

When this is accomplished, the ways and means can be left to the judgment of the individual.

Allotted space prevents an enlargement on this subject. In fact no arguments are needed to establish a self-evident proposition. To the student who takes the trouble to think of it, the question can appear only in one light. The time given us to prepare for life's sterner duties is short. By economizing that time let us make the most of it, and while we may, let us strive for a culture as broad as possible. W.