

be found to be. Given a tottering foundation in Mathematics and a struggler in the quick-sands may be seen a little in the distance without any great stretch of imagination. There is intense satisfaction in feeling one's feet down hard on the mathematical rocks, and in walking right through the mathematical assignments touching bottom at every step.

What is said respecting Classics and Mathematics, may, in a general way, be applied to all the other branches required for matriculation. Better postpone entrance one year or more and then go into daylight than pass in haste into a hazy region. Given studious habits and a good foundation on entering College, and at the end of the four years course there will appear a comely superstructure.

Advice may be called "cheap," but it is not always useless. On beginning this it was not our intention to cross the threshold of the College and say anything with respect to the work subsequent to donning the gown, but as the inclination now seizes us we may be allowed the satisfaction of doing so.

Don't think that on leaving the High School or Academy that the hardest work is over. It is yet to come. Enter upon it with a determination to do your best in performing it. The most valuable kind of genius is the genius for hard work. Remember the "Hare and the Tortoise." *Nil sine magno vita labore dedit mortalibus*, if we may indulge in a Latin quotation.

You need not turn yourself into a machine, but have *some* system for guidance. Don't try to act as though you were not part physical. Let the time set apart for work be used absorbingly for that purpose. Stay out of the ranks of those who are "like omnibuses, stopping to take up every interest or task that beckons from the sidewalk." Endeavor to make every branch of study a means of advancement, to a greater or less extent, in every other. Put the question *Cui bono* honestly or not at all. Be attentive in the class room. The professor is not supposed to be uttering

trifles. The extra reading done had better be to get a more extended view of the subjects assigned in the regular course. Few are likely again to have access to such works as are now at the students' disposal; and if certain periods of history and certain works of literature are not read while at College, they are not likely to be read afterwards.

Probably too little is made in our day of conversation. This great means of mental improvement in the age of Socrates has been largely superseded by books. When the student leaves his room, wearied by poring over the printed page, he is only too ready to joke and to talk carelessly and aimlessly. But conversation should still be made, as it can be, a valuable source of improvement. "Ready" men are wanted as well as "full" and "exact" men. Of course it is not to be expected, that one who applies himself closely to study should not intend on laying aside his book, but it is not necessary to lapse into looseness and carelessness which beget ungainly habits. Students should serve as wholesome checks and as monitors in correcting each others mistakes and blunders, and thereby encourage that well-weighed consideration and that careful mode of expression which is characteristic of the educated.

It is a fact that among the majority there is a backwardness in meeting College requirements in the way of essay writing. But no one can afford to neglect so profitable a means of education. The topics assigned usually demand considerable investigation and some original thought, and these are eminently productive of good results. Familiarity with our own tongue is increased, and exactness of knowledge is gained by these exercises. In carefully writing a composition, numerous questions of philology, history, biography, etc., arise apart from the subject proper.

Be a thinker. Test what others have to offer, and so do something more than simply accept their opinions, like callow birds that open their mouths to be fed. A man who thinks little is like an eagle that flies near