

slight response in a person who had never seen either. Learned works were intended to supplement experience, but never to supplant it.

Now, if by study we mean the process by which we improve our minds and acquire knowledge, then the term has come to have a very narrow application in popular usage. For some inadequate reason it has been restricted to mean the process in which the student sits with lack-lustre-stare coming over the printed page. True, that is one method of acquiring knowledge—some of which may be useful. But this is in no wise the chief means.

After all few of us remember anything for any great length of time, no matter how thoroly we may have learned it. Today we may be able to recite fluently all the families of the animal kingdom. But in a year's time the memory of them is but a hazy impression. It therefore appears that the benefit that we have received is not the aquisition of the facts themselves, but the ability to find these facts when necessary, and the broadened views which familiarity with these facts occasioned. In short, *the impressions remain; the facts do not.*

It is extremely questionable whether the student who has spent his time memorizing minute details in any course will retain an impression more lasting, or even as lasting as the student who neglected detail, and depended for his standing upon a knowledge of the basic principles and tendencies. high standingmrrf martm rahtn rahtn fartm rartm ramtr It is still more questionable whether or not the professors should lay so much stress upon the desirability of high standing.

What would be the probable consequence if no standing were announced higher than second class? V. L. P. '23.