

of science which such a course insures, will more than compensate for any temporary loss which may arise from a limitation of reading during the period of Collegiate study.

All reading, however, is not to be postponed until after graduation. This would be very unwise. To fix any precise limit applicable to every individual case would be quite impossible. Some are able to command more time than others. Their natural abilities or previous acquirements gives them a decided superiority over their less fortunate fellow-students, since it enables them to accomplish the regularly assigned tasks in much less time and with less effort.

In any case, however, an extended course of reading, we think, would be inexpedient. Time might sometimes be found for this, but it can always be more profitably spent upon the immediate subject of study. Lay the foundations broad and deep, then you may build the superstructure as strong and high as you will.

But what shall we read? A few suggestions on this point may not be amiss. But first, what do we read? We mean, what do the majority of students read? If any one will take the trouble to consult the Library Register, he will find the books most sought after by our students are works of fiction. This may seem strange, but it is not incapable of explanation. It is a reaction from the tediousness and fatigue of study. In this kind of reading, the student seeks mental relaxation. This we accept as an explanation, not as an excuse. Without decrying works of fiction, it may safely be said that equal mental recreation and at the same time greater intellectual improvement may be gained from works of a different character, as for instance, Essays in Literature and Criticism, Histories or Biog-

raphies. A change oftentimes rests the mind as much as entire cessation of mental effort.

But what shall we read? In the first place, of course, it is to be expected that the student will give some attention to the current topics of the day. A comprehensive knowledge of the political and social situation of the world is not to be expected. Some acquaintance with contemporaneous events is not to be neglected. Topics are constantly occurring in the course of our studies which it is interesting and profitable to make subjects of reading at the time. The fact of present interest will help to fix them in the mind. The great proportion of our College reading should be of this character. It will always be found to be the most useful.

It is also a most excellent plan for each student to make some particular author or work his study while in College. Let him take Shakspeare's plays, Milton's *Paradise Lost*, Bacon's *Essays* Locke's *Essay*, or any standard work, and make it his constant companion. It should always be near at hand to fill up any leisure which may occur; it should be studied carefully, critically and repeatedly, until the student has made its contents his own. One work studied in this way will be worth a score of books read in a careless and superficial manner. Such a plan faithfully followed will prove a most valuable auxiliary to the usual methods of mental discipline afforded by the College course.

To attempt a more extensive course of reading would in the majority of cases be unwise. The vacations may afford opportunity for this, but in the midst of the ordinary duties of term time, the amount and kind of reading just indicated will be found sufficiently comprehensive.