

less we do so we are critically informed that we are accumulating no knowledge, but gratifying ourselves with the sensation of adventure and novelty of plot. Such advice is hardly applicable to any class of humanity. Scott, convinced by his own experience, supports us in this view, and Dr. Johnson advocates the same. In college as well as in the commercial world, questions arise that demand our immediate attention. These questions originate in every experience. What liberty, what time has one to examine these questions if he be bound to a rigid course of reading? Under such circumstances, reading must become tedious and monotonous; and its object lost from view. Thus its value becomes limited; for as Bulwer has well said, "Reading without a purpose is mere sauntering. We are inclined to think that he, who can ignore those interesting problems that exist in every department of learning, can have little purpose in cramming the cranium with a course of reading both antiquated and impracticable.

But students, beginning to inquire aside from the text-book, are heard to ask: "How shall I read?" To such a question we reply accept no rule but that of Pliny, "Read *much* rather than many things." Beyond this consult your own inclination. If you are interested in an epoch of history, read history. If charmed with the romance of the novel, read fiction, and if interested in the schools of philosophy, read philosophical writings. But in all this, ignore not the precept of Pliny. Thoroughness and thoughtfulness is the idea. "Master your reading and you master yourself," was the advice of Webster. The reading of many things then, has failed to become a guaranty of critical knowledge. Mrs. Martineau is said to have frequently read only a page in an hour. Conte read few books. Large libraries should not deceive. The library of Thomas Carlyle was characterized for its fewness of books. None sparkled with shining covers, "They were worn and battered."

Differing as humanity does in its intellectual endowments, to dictate rules for reading, then, appears an absurdity on its very face. And in no respect do we realize the words of Bacon to be more fitting, than when he says, "That every defect of the mind may have a special receipt." If this be true, it remains far better for each individual to learn his defect and supply the deficiency.

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Considerable comment has been made by students upon the failure of the Lecture Association in thus far securing a course of lectures for the approaching season. It is but just, however, to state that for this sluggish action on the part of the board of officers, there exists a sufficient excuse. For under a constitution that so explicitly says "that the duties of each officer shall be such as pertain to his respective office," there has been found some difficulty in determining the province of executive authority. Hence, as usual, the responsibility has been shifted from one to another and the work neglected.

Amendments are now pending the action of the Association by which the duties and prerogatives of the respective offices are defined; and by which the funds of the Association, if there be any, shall be equally divided between the two literary societies. Heretofore no purpose has been designated to which the funds of the Association should be devoted. But judging from the demand for money from each society, we may naturally expect that every means to raise *cash* will be eagerly supported by the combined efforts of the societies; and every measure that may tend to add efficiency to the workings of the Association will be appreciated by every student.

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In the September number of the *STUDENT*, a suggestion was offered having for its object the organization of a State Inter-Collegiate Oratorical Association. Al-