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## OF STUDENTS

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A student is no mere possessor of knowledge, but an insatiable seeker thereof; for to know much and yet suspend inquiry is to enslave oneself to the phantoms of ignorance. Learning is the essence of life; to cease its pursuit is to snuff out one's own light. Knowledge unpursued is a river that forgets its source.

Peradventure, the humanities temper the intellect as fire tempers steel; they breed patience, humility, and discernment. They teach man to listen before he speaks, to ponder before he judges, and to honour truth above triumph. Knowledge without virtue is but a barren fruit; for wisdom dwells not in the mind that knows, but in the soul that reveres.

Wherefore, history serves as a stern and perspicacious mirror, unveiling the vicissitudes of mankind. He who contemns it walks blind into repetition; he who studies it ascends beyond them, reaping perspective, foresight, and circumspect gratitude.

Proceeding hence, reverence for one's preceptors is the first lesson of learning; for they are the conduits through whom wisdom descends and folly dissolves. To honour them is to honour the light itself. Yet reverence for worthy preceptors must be tempered by inquiry. Reverence untempered by reason is bondage; inquiry tempered by courtesy is liberty. Debate should illuminate, not subjugate; contention must discern, not conquer.

In like manner, knowledge that ministers solely to the self is sterile. A genuine student elevates others as he ascends, measuring merit not by rank or diploma, but by the good sown in the communal weal. In learning, as in life, consociation and concerted endeavour yield richer fruit than solitary pursuit.

Verily, morality is the unerring lodestar, and probity its northern flame. Knowledge without integrity casts a penumbra upon the mind; falsehood, though it may flourish for a season, inevitably decays in its own umbra. Speak truth even when silence is easier, and act rectitudinously though the cosmos gaze not upon it. Forthwith, respect all genders, for dignity acknowledges no sex. Compassion is intelligence's acme; equality is justice, not mere condescension.

The student must cultivate emotional perspicacity and resilience, enduring adversity with equanimity and flourishing therein. Erelong, the world changes swiftly; ignorance of one's age is absence from it. Curiosity must endure, that the mind may not decay; for knowledge, invention, and technology are Prometheus' fire—divine in use, yet perilous when wielded without conscience.

Contrariwise, failure is a clandestine tutor; the sagacious glean instruction therefrom, but the despondent derive naught. Let imagination and creativity burgeon with erudition; to invent, to question, to innovate is as noble as to know.

Henceforward, practical knowledge is the armour of life; he who cannot apply his learning is as a lamp unlit. Survival is wisdom, but survival with honour is the highest virtue. Moreover, mind and body are consorts; weaken one, and the other falters. Let the student discipline both, reflect with constancy, and preserve health; for fitness is armour for enduring toil, not ornament.



Simultaneously, punctuality is the virtue of temporal reverence; to tarry is to steal from self and neighbour; constancy begets mastery, and reverence for time is the *sine qua non* of character.

In the frame of the universe, let the student be a citizen of the cosmos; for knowledge owns no frontier, and truth demands no passport. To think universally and to act particularly is the highest discipline of wisdom; for contemplation without execution is barren; action without conscience is blind. He is most learned who endures much in study, imagines greatly, serves nobly, and applies knowledge with measured discretion—uniting the vast with the minute, the moral with the material; the speculative with the serviceable.

**Inspired by Francis Bacon**

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