

the representatives of all those phases of society that constitute the commonwealth of the state. Here, also we are supposed to find those youthful characters, which the education and discipline afforded is destined to mould. For these reasons the responsibility of the institution becomes the most sacred. To feed the inquiring mind with unquestionable truth is its sole duty. Unless antagonistic views can be equally represented it remains far better that those problems where deep and grave conflicts prevail, be left for the impartial investigation of the student. For to dictate and to prejudice is not the characteristic of a modern university.

This principle involved in the choice of her officers demands the election of such men as are qualified to hold so vital a trust.

The fact that profane politics has rendered the University a bone of political contention is humiliation enough. But when demagogues, either political or religious, will sacrifice ability, fidelity and honesty to the decrees of creed, we must lose respect for both.

REACTION.

We understand that the courses of study as they are now laid down in the University catalogue of 1878-9, are undergoing a revision in the hands of the Faculty. As to the exact changes we are unable to state, though, what is known as the "Latin Scientific Course," will probably appear in the new catalogue, with some Latin, little German, and less French. By frequent additions, this course of study has so grown as to compete with the Classical in point of discipline. Comprising, as it does, all the Latin of the Classical course, and the modern languages of the Scientific, renders it tedious to the extreme.

It would seem from a comparison made between the catalogue of 1874-5, and the one of 1878-9, that it was about time to cease the constant extension of the vari-

ous courses. For already they have been augmented, until we may safely say, they are more efficient by one year's study; and this additional labor is performed in the same time as before. We champion industry; but we believe that true industry exists in the thoroughness of work accomplished, rather than in the books one may be said to study. Perhaps the work of the class-room is not yet so burdensome as to render the mastery of every study impossible; yet the tendency has been such. A reaction may be found to act for the better.

In Minnesota University and in a few other schools in this country, Monday is given as the weekly holiday instead of Saturday as here. Theoretically, it seems as if there might be some advantage in such an arrangement; how it would work practically, cannot be known except by trial and experience. Under the present system, students are very liable to put off till the last moment the preparation of their lessons for Monday; hence quite often they are unprepared or at least not more than half prepared. If they are well prepared, it will be found that in a majority of cases, Sunday has been employed, not in attending church, but in poring over lessons that have been deferred from hour to hour on Friday and Saturday, under the plea of fatigue, or some other equally valid excuse. The temptation to employ Sunday for such a purpose would be greatly lessened, if not entirely removed by the proposed change. Many kinds of work that part of the students are compelled to do, could also be done better at the beginning of the week, than at its close. On the other hand, it would interfere to some extent with the societies, unless their meetings were held Saturday evening instead of Friday. Some may object to this; but as long as we are compelled to adjourn at 10 o'clock sharp, the boys would all have time to make the rounds and still get home before Sunday; if not—well it would be no