

THERE is a freshness and buoyancy accompanying the opening of a new College term, which always seems to inspire new life and determination. It is pleasant to look forward to the future of opportunities, exertions and enjoyments, and feel prepared for its duties and privileges because of the strength acquired by the rest during vacation. The indications are, that good work will be done this term. To the Senior there comes a realizing sense of shortness of time before him, and a recognition of the fact that with only a few more effective studies the top will be reached, from which height he may rest awhile and moralize upon the importance of improving the time and doing thorough school work, while even now, that graduating oration is becoming the phantom of his dreams. The Junior is looking forward to that step of advancement when he shall no longer need the support of his cane, and the Sophomore is thinking of the time when he can say "When I was a child I thought as a child, but when I became a man I put away childish things" ECCE HOMO! The Freshman exults in anticipation of the time when he shall know all that the wondrous Soph can boast of, while those who come among us for the first time, hope for years of pleasure and profit. If we all take the energy and vigor obtained during the vacation, into our every-day work, we shall not at the close of the term be mourning over a scanty harvest.

MAN has been called a talking animal. Is it not equally true that he is a singing animal? Or did he become inspired by the birds of the woodland? Those who regard instincts as acquired knowledge, might question whether even the birds sing without being taught. However, we believe that man naturally gives vent to the emotions of the soul in song, in music, widely differing of course, without cultivation and modified by his surroundings, still, within his nature there certainly is the musical germ.

To what extent music should be cultivated and in what way, depends upon circumstances and individual bias. There is no question, but that the more general diffusion of musical knowledge and training has brought into prominence many that would, in days of less musical study, have passed unnoticed. Many a Jennie Lind has died in obscurity, when all that was lacking, was more culture in this line, and an opportunity to make her talents known.

While our University furnishes such good musical advantages, the STUDENT would urge every one, with few exceptions, to avail themselves of these privileges. A fair degree of proficiency in any branch of art, is the birth-right of any who will use industry and perseverance for its attainment. Let none sit with folded hands wanting for genius to inspire, or hesitate to make the attempt because they think they

have no hereditary musical talent. A little spark often makes a great flame and many of the greatest musicians, artists, and poets were descendants of mechanics, or tradesmen in ordinary circumstances.

THERE is one disadvantage connected with the present literary course which its friends seem often to overlook. This disadvantage is its liability to undergo radical changes even though the catalogue should continue to make about the same announcements as at present. The branches of study which make up the greater part of this course are modern languages, English literature and history. Now, in none of these departments is there a well ascertained method of treating the subject which all teachers recognize as being the best that can be adopted, and even the same professor has been known to change his mind several times in the course of four years. For instance, some teachers think that in studying modern languages, the conversational drill is the most important part; others, however, think it most important for the students to get as much of an idea as possible of the different literatures; while still others will insist upon the advantages to be derived from a careful study of the grammars. In literature and history the methods which different, especially in-different, teachers will employ are still more diverse. These facts become very significant when we remember that the ruling power in this institution, the board of regents, is the product of political caprice, and that there is never likely to be a time when somebody will not be clamoring for a change. Besides, whenever a professor becomes so efficient that all acknowledge that he ought to be retained, the danger of his being offered a higher salary in some other place is already imminent. From these considerations it will be seen that the amount of information and discipline to be derived from taking the literary course is far from being a constant quantity. On the other hand the classics have been taught for so long a time that the lines of study are well defined; and even a tolerably "wooden" teacher cannot prevent his classes from deriving considerable benefit from their study. The student in the classical course can see exactly what work lies before him, say to himself "I will do it;" and if faithful, can, when he graduates have the satisfaction of pronouncing an emphatic "done." Some of us think that the literary course leads by a shorter route than the classical to the goal of a liberal education; but it must be admitted that this path, even though it be shorter, is so new that in following it one is far more liable to go astray, and hence unusually trustworthy guides are necessary. To many it may still seem better to travel in a road where there are some ruts than to run the risk of getting lost in the woods.