

dard of their musical recitals, guarantee a good crowd.

THE faculty have adopted as much of the report of the committee on the new course of instruction as has been submitted. The committee is still busy completing the work assigned them.

We understand that some of the students are slightly dissatisfied with the proposed change. They seem to think that an elective system is not a good policy to be pursued by students when they begin their college career. They claim that the college is a sort of preparatory department, and that a person should not specialize until he has a solid foundation upon which to work.

We, also, believe that a solid foundation is an essential thing, we believe that the student needs preparation. We, also, believe that this system will give the student just what preparation he needs to cope with the trials and tribulations of life. Life is too short to become acquainted with, and thoroughly appreciate all the knowledge that the learned men of the world have ever possessed. Most students enter college with a future career mapped out. They, then, should prepare for such. In this age of individualism and of specialization, each person has a distinct mission. If he chooses science for his field of operation, then, it is highly commendable that he should study science. So with any other branch.

It is believed that the courses which the faculty may adopt will, after they have been given a fair trial, meet with the approval of all the students. The course will not, as has been mentioned before, be all elective. There will be a number of courses as there are now, and probably more of them. In these, nearly one half of the work is prescribed. "The essential studies for a certain course are incorporated in that course. It is supposed that a student will select that course in which he wishes to specialize. If he does this, he will have ample preparation for that branch which he desires to pursue. If he acts otherwise, it is the fault of the student, and not of the course.

It is, of course, a great thing to be able to have a good knowledge of every branch of study; but it is a great deal better to know one branch, and know that thoroughly, than to have a general idea of a little of everything and not much of anything. The student, if so disposed, may get a more general knowledge of various subjects, than under the old regime. The student may have the privilege of choosing between general knowledge and specific knowledge. He who has fully mastered one branch of study is better enabled to meet the exigencies of life than he who has a faint recollection of the many branches of

study he tried to grasp when at college, but firmly comprehended nothing.

The new system, then, will have two distinct advantages over the old one. First, if the student wishes to specialize in a particular line, he will have a better privilege than heretofore. Secondly, if he wishes to branch out and become an intellectual giant, the new system will surely be much better. If then, the new system will offer better advantages to students than the old one, why should objections be made?

#### LITERARY.

The student who has been told repeatedly that higher education unfits him for practical life, will derive much encouragement from an article in a recent number of the *New Yorker and Yale Review*, entitled "College-bred Men in Political Life."

Realism in literature is no longer confined to the contents of a book, but has extended itself even to the style of printing and binding. A striking instance of this is what purports to be a reproduction of the log-book which Columbus threw overboard on the 12th of February, 1493, in the midst of a storm which he expected to be fatal to himself and his comrades. It is a small quarto of about twenty five pages. The type is an imitation of the hand point of the time, while the leaves have been soaked in something which discolors them and gives them the appearance of having been in the water for some time. In addition there are three batches of moss and cockle shells on the front cover. In his literary matter the author has failed to catch Columbus' style, it being too much like the style of Captain John Smith's works. Nevertheless, the book is a literary curiosity and is well worth examination.

A recent English writer upon the House of Commons, remarks, "The instances are few and I believe will long continue so, in which any but men of University training can attain great permanent influence in the government of the British empire." This statement has never been true to the same extent, of the United States, as of England and is perhaps less true to-day than before the civil war.

Yet, considering the difference in the conditions of political life in this country, the history of the hundred years demonstrates, on the whole, the preeminence, not indeed in numbers, but in weight and influence, of those who have had a college or a university training. Professional life holds out far greater attractions to the college graduate than politics. The well-known uncertainties of political life forbid his regarding it as a possible career in which he may embark with confidence the best energies of his life.

Comparatively few men of liberal education are willing to resort to wire pulling, the scrambling for offices and to the various methods, corrupt and corrupting, which prevail so generally in our politics, and by which alone political preferment can, as a rule, be secured and obtained. Their college training has made such methods so distasteful to them, that many prefer to stand outside the political arena quietly watching their opportunity as independent citizens to deal a telling blow for purity, right, and justice. It may be said that this is not "practical politics." This is true, and it is a serious indictment of the prevailing political methods and practices, by which the state and the nation are deprived of the inval-