

erony came no more; the sewing and the pounding ceased forever.

Yet after he was gone, people did pry up the boards in his humble home—did dig holes in the cellar, saying "Here a miser lived," and "We will find the treasure." Beware, searchers, there is no gold here, no treasure! There has been—but it is gone. The man that sat here was golden and ye knew it not. Angels seemed to converse with him and to keep him pure and upright. But he is gone and with him the entire treasure, the only person of all whom I have known that might have exclaimed on his death-bed, with the apostle of old; "I have fought a good fight, I have finished my course, I have kept the faith."

NED: C. ABBOTT.

TEMPORARY SPECIALIZING IN UNDERGRADUATE WORK.

Improved means of experiment and investigation, better adjustment of scientific means to ends, closer application to fine points, diligence of specialists and their devotion to the cause of actual and accurate results, all work together toward the improvement of scientific method. Sooner or later a need suggests that which will supply it; the demand for new method, when the old is worn out, is sure to be satisfied. We expect new things and are not content to blunder along with the ill applied tools of our fathers. The lack is the fruitful field of inventiveness.

As a mere matter of consistency, it is in the field of education, where problems of method are solved for all other lines of work, that we should find the pioneers of progress. The best methods are not those of chance discovery; they live first in thought and reach no slight degree of perfection in the formative power of their keen-sighted inventors. Although the discussion of their practical value is only possible after thorough trial, yet the discussion of their prospective worth is an essential element in their growth.

Along with the kindergarten, manual training and polytechnic schools, the "new psychology" and a score of more or less developed experimental methods, some thought is now being devoted to the manner of conducting the work of undergraduate college students. Practical test is being made of the plan of pursuing one, or a few, studies, instead of the present, almost universal plan, of dividing ones time and energies among many. These are not experiments unfounded upon correct hypothesis, but the new method commends itself to thought, and discussion because of its agreement with the philosophy of study.

The idea of specializing—as that term is commonly used—is open to just censure on many grounds, and especially when applied to undergraduate work; yet the commendable points in specializing are of no less value here than in graduate work, when properly modified by time conditions. In other words let the student pursue no fewer subjects, during the period of a year, say, but let him make each subject his temporary specialty for a stated length of time. The student who systematically follows one line of work year in and year out, to the entire exclusion of every other, must be narrowed; but the student who temporarily pursues his "major subjects" does not side-track, but concentrates, his energies.

"Our fathers did so," has no place as a reason for our actions except so far as it commends to us their good judgment, yet it cannot be denied that many of our ways of living and working—yes and even believing—are founded upon no weightier a reason. We would count him simple who would insist upon stagecoach locomotion and candle-light because his fathers were content with such limited blessings; why is it less simple to hold tenaciously to old methods and systems for no other reason than because they served former generations well, when more useful means were not available? Nothing is more destruc-