

open the library in the morning, let some other room be furnished and permanently assigned to the purpose of study. Let proper order be there maintained and such an accommodation will go far towards preserving that quiet so greatly desired during the hours of recitation.

DANGER OF HIGHER EDUCATION.

If higher education has many and great advantages, and if incalculable benefits accrue therefrom, it is quite as evident that it is exposed to serious dangers. One of these is that in the estimation of the public, too much is expected of the collegiate; in other words, a distorted idea is widely prevalent in respect to the nature and office of higher education. A magazine writer has lately asserted that for several years the tendency has been to think that education should raise one above the necessity of manual drudgery. He further asserts that this results in viewing the world as a place where the inferior only need work hard or engage in disagreeable pursuits; a view that is false, dainty and effeminate.

This accusation we believe to embody a measure of truth. Men seem to expect that the collegiate should enter some profession. This idea gives rise to a two-fold result pernicious in character. Some, who desire a collegiate education, do not expect to follow any of the learned professions. Others are induced to enter these, though better adopted to humbler pursuits.

It is not difficult, we think, to account for all this. Higher education has special reference to those who have the most mental ability. It is either objective or subjective. In the former case, its office is to prepare one for filling, as well as possible those positions in society which are most important and influential. In the latter case, it enables one to appreciate better the experiences of life, without reference to his occupation. Since higher education is specially adapted to one of consid-

erable mental ability, it is not strange that the idea has become prevalent that the college student should aspire to some important calling. The utilitarian spirit of the age also requires this. Men ask the student; why all this outlay of time and expense if you do not propose to engage in some profession? It is unnecessary, if you intend to follow an employment that requires only manual labor.

The idea that one should get liberal education with a view to his own enjoyment merely, and then to follow a humble calling, is though not to be condemned, something which shocks the American mind. This utilitarian spirit is doubtless a direct outgrowth of the money-seeking propensity of our young and vigorous nation. It may become modified for the better as years roll on, but we must recognize it as a powerful element in the ideas of the times.

Even though liberal education is general in its aims, the student should, nevertheless, have some object in view when he enters college. He will then find his studies to have a practical bearing on this purpose, and, by leaving college with his calling fixed upon, will be no proper subject for the reproaches which are hurled, and not always unjustly, upon the work of the college. His course of study should have defined more vividly, if possible, the object he had in view on entering.

It is not a good plan for one, to enter college with but a misty idea of what is before him. He may, and often does, during his course, wake up to a realization of his duties to himself and to society, but it is those members of this class, who have left college with no aim in view, and sunk out of sight amid the mass of mankind, that have thrown discredit upon college work. Such persons we will generally find to have entered college early, and to have gone thither more through the instrumentality of parents or friends than their own free will. Hence we may conclude that though the child is sent to the