

told that true scholarship demands the investigation of every hypothesis to its utmost limit. But society says and requests that the energies of a student should be turned in a practical as well as in a theoretical direction. It imperatively demands, that knowledge derived from the text-book should be made practical. To learn, is one thing; to practice, another.

But the facilities for gaining the practical part of an education in our American colleges, are limited. The text-book is forever thrust before the eyes of the student. He is drilled upon formula and verse until he becomes, as it were, a walking dictionary. And when he has completed a course of this unconditional cramming, he feels more like a worn-out convict from a penitentiary, than a man about to enter energetically into the arena of a useful and public life.

To overcome this tendency, the student is compelled, aside from his theoretical study, to rely upon his inventive genius for those means that will afford practical instruction. So in connection with all colleges there have sprung up societies and associations, having for their direct purpose the cultivation of those talents that a college curriculum has ever failed to develop.

Of all his enterprises perhaps the Literary Society has been the most useful. Here at once is an open field for the display and the acquisition of many intellectual endowments, and with this advantage in the hands of the students we are much surprised to see occasionally the little interest that is manifest in these associations. Yet speak to a student, who has withdrawn from society or fails in his society duties, and he will say that his lessons demand his undivided attention and that he has no time for society work. It is true and the mistake is almost unavoidable.

The close theoretical studies of the University, are such that for a student to excel in his class, he must devote his time to the studies of his course, for those

students who excel in literary exercises, as a general rule, seldom figure conspicuously in the minute perfections of the text-book. But even if they do fail here, though they dare sacrifice the class-room to the interests of a literary society, for them there is one consolation, that in so doing, they are acquiring a knowledge of the practical affairs of life. Men educated in such a curriculum, are far from being an educational drudge upon the market. Their thought is accompanied with action, and ever motion glows with the sparkling fire that it contains, and every word echoes and reverberates throughout the land. There is honor, there is praise in a complete and effectual triumph over study in detail. But far above this there towers in solitary grandeur and admiration, the thought that as a student you have mastered what you have learned.

THE STUDY OF ENGLISH LITERATURE.

In none of the college courses, we apprehend, is there a study more pleasant or profitable to most students than that of English Literature. When pursued as the nature of the branch requires, the text-book serves merely as a guide, for by a close adherence to it, a satisfactory knowledge of the study cannot be gained.

The various authors must be critically studied in their own writings, with such aid as is furnished by the essays of our standard critics. But this work, to be well done, requires considerable time. Two, or even three terms may be profitably devoted to it, yet at present, with the exception, perhaps, of a single course, only the full term is provided.

The wish, expressed by Prof. Howard, to give another term to this study, has met with general approval from the members of his class. It is hoped that the faculty can so accommodate those students who may wish to spend another term in this branch, that they will not be at the disadvantage of taking it as an additional study.