

a most valuable exercise; valuable not only in a practical point of view, but eminently valuable as a means of discipline. One cannot write an original essay without close application of the reasoning powers. To so prepare an article that all its parts may be interdependent; that nothing may be retained which is superfluous, irrelevant or illogical, and that each word may be used accurately and to the best advantage, is a task, which, as it approaches perfection, demands a certain degree of concentration of thought and feeling which few employ in the preparation of their daily lessons.

A finished essay cannot be a hastily written one. We will not except any student from the application of this criticism. An article that is rather long may be written in a single hour, and, when compared with the like efforts of some other persons, it may be excellent; yet it still admits of improvement. We therefore deem it unfortunate for a student to fall into the habit of careless writing after he has once acquired skill and accuracy in composition.

The objection is often made that after one ends his college career he has little or no occasion to write, or that if he is to enter upon a journalistic career, he must write much and do the work rapidly. Very true; yet if one does not write a single article after leaving school, the disciplinary benefit gained is of great value. In the other case, the severe drill which the student has undergone is a most important preparation for the practical work of journalism.

HISTORY IN THE UNIVERSITY.

The limited amount of attention which the teaching of history receives in our University compels us to call attention to the value of this branch of instruction, and its claims as an important factor in a curriculum.

A person can hardly be called well educated, unless he has gained a considerabl

knowledge of both ancient and modern history. A mere acquaintance with a few scattered facts is not enough. Neither can one who knows by heart the rulers of any given country be considered well versed in its history. The brief compendiums, which are now in so frequent use, are of some service as introductory treatises, but they usually impart an incomplete idea of the real importance of the subject matter.

They merely present a skeleton of dry dates and facts; that which would cause the past to stand before us as a reality, full of interest and significance, is, to a great extent, ignored. Dates are important enough in their way; so are the accounts of how kings and nations have warred against and slaughtered each other. But this treatment of history is superficial. The truer province of the study is to tell us how men have lived, thought and acted in former times. To this end, something more than a mere compendium is necessary.

In view of this fact, we were surprised at the meagre provision for instruction in history as indicated in our last catalogue. It comprehends only two terms in each course of study, and this amount does not come until the Junior year is reached. The scope of the instruction is properly European history of the sixteenth, seventeenth and eighteenth centuries; but thus far, these limits have not been closely followed. In addition to the above, Greek history is a part of the instruction in the Greek language, and there is also one term of ancient law in the Senior year.

We believe that the requirements for admission to our University, which include a knowledge of United States history, are sufficiently high; but the afore-said amount of history does not meet the claims of the study as a branch of college instruction. Two terms of ancient and three of modern history seem to us little enough. One may, it is true, do some collateral reading in connection with his study of history, and in language and lit-