

this change meets with greater favor. For about the close of the Junior year many students find it profitable to themselves to change their courses of study having in their progress through college happened upon other studies that best suit their tastes and natural dispositions; and they would much prefer to continue their course of study by making suitable selections rather than abandon it and begin anew.

Within the University we have seen many of the best students leave the scientific and classical courses and take up their position in the literary division. They had evidently aspired to a field of action in the beginning different than that one to which other courses led them. And because they could make the change without losing their grade in the University, they willingly grasped the opportunity to pursue a course of study satisfactory to themselves and essential to a future occupation, rather than abandon a course of study nearly completed and stand the chances of finishing another.

If this privilege of selecting studies in the Senior year, were granted to students in the University, it appears as though an equal benefit might be extended to all. In so doing, we believe students would feel more interest and take more pride in the last year's work.

True, it may be urged that a post-graduate course remains, an enticing bait to every student who wishes to pursue studies tending outside of his course or beyond it. But these inducements lose their charms, after a college course is completed and the student eagerly awaits the first opportunity to launch into a professional career.

REVIEWS.

The shortness of the present term behooves all to improve well the time devoted to the reviews. The diligent student is not always satisfied with the advance work of the term. The text-book is some-

times passed over rapidly, and, without a faithful review, a systematic and comprehensive knowledge of the subject matter is not always gained. If, however, the preliminary work has been well attended to, the review should be a comparatively easy task. The student who has been remiss in the former particular, has a chance to redeem himself in the latter.

But, in some cases, we fear the time given to the reviews has been too short. It sometimes occurs that the advance work is given out in portions that remind one of the proverbial doses of the old school physicians. Then unless ample time is allowed for reviews, good work as a rule, should not be expected from the student.

We do not believe in cramming. We have not done much of it ourselves, and rather think we have gained by the abstinence. A few days spent in genuine cramming is apt to so cloy a student with the books that he has attempted to "get away with," that he can scarcely endure the thought of picking them up afterwards. As an immediate reward a brilliant victory may indeed be won in the examination, but in the long run, the results are not equally durable.

While we believe that cramming is an evil, the temptations to it are not always easy to resist. We trust that these incentives are not deliberately intended. The promotion of good scholarship demands that there shall be as few inducements to hurried cramming as possible. We can conceive of no better way to avoid its evils, than to so frame the questions in examination that but little of the text-book can be categorically reproduced. Let the student's positive knowledge of the subject be taxed rather than his memory of the mere wording of the book. Better have the examination follow closely after the last recitation of an ample review, than to allow two or three days of private study to follow the completion of a brief review.