

the University, and several attempts made to carry one into execution, but thus far they have failed simply because there was no incentive sufficient to procure the required amount of enthusiasm and labor. A valuable reward in money, or otherwise, would change all this, so there would be no difficulty to procure plenty of performers to make an interesting entertainment. That some method is needed to arouse more interest in the subjects for which prizes are generally offered cannot well be denied. Whether this plan would secure as much study in this direction as is desirable may be doubtful, but that its tendency would be favorable seems to be evident.

As this is a state institution quite likely we shall wait many a year before any individual takes it into his head to form a prize fund, or even to offer an occasional prize. Perhaps at some future time the STUDENT may offer a prize to test the truth of its theory. If so you will hear from us again on this subject.

THOROUGHNESS.

It is claimed, and perhaps justly, that nothing tends more directly to the true development of the intellect than exactness in any attempted work. Of course each Professor is anxious this principle should be followed in his classes, and is very urgent in his demands for careful and thorough work in his department, forgetting apparently, that some are preparing for one kind of work, in life and others for another. Each Professor seems to think, which is quite natural, that his particular studies are best calculated to develop the mind, and bring forth the peculiar abilities which are characteristic of each individual. This certainly can not be true. Minds are no more alike than appetites, among these, we find that what is agreeable to the taste, sustaining and nourishing to one, possesses the contrary qualities for another. Food which would keep one person in health,

would be rejected and disliked by another. The same is evidently true of the mind. Furnished with one class of studie, the powers strengthen and develop; compelled to pursue another, they become weak and languid. We are led to make these remarks after a vain attempt to learn several hundred names in Geology that convey no meaning whatever to us. What earthly use, it is going to be to any one to lumber up the mind with such stuff, unless he intends to pursue the study as a life work, and hence takes time to master it thoroughly, is more than we can comprehend. Still these names must be learned, or when the fatal examination day comes, one's name will appear among those not passed. Now we do not wish to be understood as objecting to the study of Geology, or to the thorough study of its theory; but further, what can be gained? These remarks will apply to many other studies; Geology has only been selected because it happened to be uppermost in our mind. Now why cannot some system be devised so that each one can devote the *most* of his time to such studies as he likes, or needs in his future work in life; devoting just enough time to other studies to gain theoretical knowledge of them. A really ambitious student will spend many a *weary* hour on some study which he cares so little for that he will forget it in a few weeks, rather than stand low in his class. The desire for a high *average* mark takes from such a one many an hour for which he has almost nothing to show in after life. If he could know that he would receive credit for what he really understood, and not for his marks, an earnest student would spend his time in storing his mind with such mental food as his taste demanded and with such as gave power and vigor to his thought.

Some studies can be and should be thoroughly mastered; others are valuable only to the specialist, for, from a limited study of them, one can fix nothing more than their theory; and an extended