

The high place awarded to Tolstoi's works by critics of authority everywhere, and the growing belief that their author is to rank as one of the master minds of the century, makes a knowledge of them incumbent upon all who would be familiar with the best in current literature.

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Dr. Herbert B. Adams, the head of the historical department of the Johns Hopkins University, has been contributing a series of papers to the magazine, *Education*, on "History in American Colleges." In the first part of the series the progress of historical study at Harvard is traced from the period when it was taught there only as an auxiliary to and in connection with the classics. The work of Jared Sparks at Harvard in securing a recognition of the value of history as an independent branch is also treated of at length. The article in the current number of *Education* deals with history in Columbia College. The magazine, we believe, is not on the list of university periodicals but may be found at the city library, and these articles will be valuable to those who are interested in the "history of history."

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The lecture by Michael Davitt in this city on Thursday night gave to our students the opportunity of hearing and seeing a prominent figure in one of the most famous political movements of the times. It matters not whether we may agree with him in all his views, the fact remains that he is, or rather is to be, an historical personage, and that he with others is engaged in making history. The opportunity thus offered for studying current history in the concrete is most valuable, and owing to the modern policy of placing institutions of learning in large towns the best class of lectures, concerts and similar entertainments have been brought within the reach of the students. The old-fashioned plan was to locate a college in some retired hamlet, the theory being that here were fewer temptations and allurements to draw students away from their work. But the institutions which have been founded of late years have, as a rule, been placed in larger communities, a notable example being that of the Johns Hopkins University, located in the sixth city in the Union. There are, of course, objections to this plan. But the reply to them all is that the modern institution in this, as in many other features, requires greater maturity and better judgment on the part of its students. When young men and women are old enough to attend a university, they are supposed to know what is for their own good and act accordingly.

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Mr. Charles Welsh, an English publisher, has recently made some investigations, the results of which will be valuable to all who are anxious to know what authors are most widely read. From a thousand school girls representing various institutions of learning in England, answers were received to the question "Who is your favorite author?" Dickens and Scott headed the list, the former being the choice of 330, the latter of 226. Of the remaining "favorites," those most widely known are given below, none being named who is not the preference of at least five.

Kingsley	91	Bunyan	11
Shakspeare	73	Miss Braddon	11
Mrs. Wood	51	Mrs. H. B. Stowe	11
George Eliot	41	Tennyson	9
Lord Lytton (O. Meredith)	41	William Black	8
Longfellow	18	Defoe	8
Cannon Farrar	22	Mark Twain	8
Thackeray	18	Carlyle	6
Jules Verne	16	Ruskin	6
Mrs. Craik (Miss Mulock)	14	Charlotte Bronte	5
Macaulay	13	Captain Marryatt	5
Miss Alcott	12	Mrs. Hemans	5

The surprising feature of it all is that the so-called "writers for girls" make very little showing in the list; and yet their books meet with a large sale. Mr. Welsh explains this apparent enigma by saying that of this class of works a great many are bought by parents and friends as presents and hence no test is afforded of their popularity with their readers.

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Theodore Roosevelt's article in the November *Century* on "Machine politics in New York City" will be widely read not only because it is on an important subject, but because of the prominence of its author. His recent candidacy for the mayoralty of the city of New York and his gallant fight in spite of the heavy odds against him, has brought him most conspicuously before the eyes of the American people. Moreover, his career teaches a lesson of encouragement to students and to ambitious young men everywhere. Although only six years out of college he has been three times a member of the New York Assembly, has been a delegate to a national convention, and has received the nomination of his party for a position far exceeding in importance the governorship of some states. And the best feature of it is that his record has been that of a statesman rather than of a mere ward politician.

The subject treated of in Mr. Roosevelt's article is of more than passing interest because of the growing importance of the question of municipal government. It is not yet a political issue. The masses are at present too much interested in the all-absorbing topic of who shall have this or that office. But it is a question which the American people will probably some day be called upon to solve. The prophecy of De Tocqueville forty years ago, that the tendency of our population would be to gather into great cities, has been verified. And these great cities have become the centers of crime, anarchy and social disorders of every sort. The "Problem of our great cities" demands the attention of the student of current politics, and the article in question is a valuable contribution to the subject—most especially that it discusses the politics of one of the worst governed cities in the union, and because its author speaks from personal experience.

EDUCATIONAL.

The subject of public and private schools was being discussed by a company of gentlemen on a recent evening, and the remarks of at least one in the party were made note of. A good many people, said he in substance, betray a parvenu breeding by paying ten or twelve dollars a quarter to send their children to private schools, which, for all practical purposes, are infinitely inferior to the public schools. We have in Lincoln in the public school system a thorough, and on the whole, a very good course of elementary and collegiate instruction. If the pupil is to stop at any grade of the public schools, he or she is much better equipped in discipline and knowledge than if he or she had spent a corresponding term in any private school that exists or that is likely to exist for many years in Lincoln. Local private schools are very likely to be excellent asylums for children who are too tender, or too lazy, or too worthless in some other respect to stand up in open competition, regardless of sex or previous condition, with the average little men and women in the public schools. Sometime the most favored and pampered child, if he is to be of any account among his fellows, must engage in the free-for-all knock down which makes up real life, and the common school is the place for him to begin the work. In no other place can the spoiled or weak child get the nerve and the catholic spirit he lacks but must have in order to become a