

by the Church and the individual. No self-supporting system of education has been found possible for the people. The necessary cost of a college education is still paid, and for all we can see must continue to be paid, by philanthropists and patriots. The present Commissioner of Education, after an exhaustive study of the problem, finds that throughout our 415 colleges two-thirds of the cost of tuition and other necessary expenses are paid out of endowments, one-third only being met by tuition fees. And it is a fact worth remembering that while the ten largest State universities have endowments of \$17,690,000, the ten largest ecclesiastical colleges own \$16,955,000 of property; and the ten principal colleges endowed by individuals are worth \$21,856,000. In these latter neither Chicago nor Stanford University is included, as their boards are not yet ready to report.

The change in the college curriculum has been great, and of late years particularly rapid. When Harvard was begun the chief condition of entrance was the ability to talk Latin prose and write Latin verse. The only mathematics studied were arithmetic and geometry. As to history it occupied one hour on Saturday afternoons for one-half the year. With the growth of modern literatures other languages have naturally and necessarily supplanted that tongue in which formerly the wisdom of mankind was preserved. Since the birth of modern science, the study of nature cannot be confined to an occasional lecture now and then upon a flower or a shell. And with the interest taken by both Church and State in sociology, we are not surprised to find that forty-seven of our higher institutions publish 189 courses in history, history of law, language, literature, science and so forth, embraced in their regular or

elective studies. It is a mistake to believe, as some opponents of religious schools would have us do, that these changes have all come about through the secularization of our State universities. The first great impulse to the study of science in college came from Prof. Joseph Henry of Princeton, and Lafayette took the initiative in raising the study of modern languages to an equality with the classical tongues. It will seem no less strange to those who receive their information only through the non-religious journals, to be told that of the 45,000 students who can be called college students, only 10,000, according to Government reports, are in the institutions from which religious teaching is so carefully excluded. The proportion of students in denominational and privately-endowed colleges is greater to-day than it was forty years ago. And so far from these institutions losing their hold upon the American public they are steadily receiving from \$2,250,000 to \$8,000,000 a year in fresh endowments.—*Chicago Interior.*

METHODS OF TEACHING.—Dr. Rice calls attention to three methods of teaching. The lowest form of conducting a recitation was that wherein the teacher merely heard the pupil repeat that which it had learned by heart. It was a barbarous method in that it imposed upon the pupil the task of memorizing page after page which might not even be understood. Such mechanical teaching was an absurdity. The highest form of teaching, he said, is that in which the child is told nothing he can find out himself by a study of the subject and the individual exercise of his faculties. It is not difficult to get children to guess, but it is difficult to get them to think. Further, it is not difficult for a teacher to ask questions, but it is difficult to ask sensible questions which gradually