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## EDITORIAL COMMENTS.

### BACK TO WORK.

With Theatre Night now a pleasant memory, and the football season rapidly drawing to a close, our student constituency settles down to work again, and the session may be said to have really begun in earnest. The athletically inclined who witnessed the football match on the 2nd instant will return to their books, satisfied at having attended at, at least, one battle royal on the campus this year, ending in a brilliant victory for McGill. As the men, therefore, return to their work, and begin to trim their lamps for many a long night-sitting, it is not unnatural that they should begin to count up the cost of their active participation in the various enterprises and organizations through which the energy, vim, and life of undergraduate McGill find ready overflow and vent. Some time has been lost to them no doubt. It is this drain on the students' time that may tell on the standing of the less brilliant, and which gives the fellow who remains at home a great advantage. This brings to mind what few of our students will fail to remember, viz., that there are two classes of undergraduates in McGill, as in every other University: there are the men who throw themselves actively into all the affairs of Col-

lege life, and there is that other class of undergraduates,—patient, studious, gentle, who are punctual to lectures, and who lie close to their books in season and out of season, oblivious to the hum and whirl of University life about them. These are the "pluggers" and "crammers." It is a pleasure to be able to say that in number they fall far short of splitting the undergraduate body into equal parts in McGill. We will not inquire into this difference which exists among us (no doubt it is a matter of temperament); but taking a representative man from each class, the question might be fairly put,—Which of these men will be better equipped to meet the world when he passes out of the portals of McGill, his course finished, and his diploma under his arm? We apprehend that the odds are vastly against the man who goes forth with his head full of undergraduate learning but utterly ignorant of the ways of the world. The old reproach, however, so often cast upon young college bred men, that they are ill-equipped to shoulder their way in the world and to meet its rebuffs is dying out before the modern graduate, who has learned a few things during his college course outside the exact line of his studies. The authorities of many colleges have recognized the practical importance of the student's outside work, and have encouraged it by allowing the work done in the carrying on of certain student enterprises to count in the total of their University studies. They reckon it a part of the student's education. For, after all, what is meant by a University education? Certainly no conscientious student will feel, when he has won his degree and been graduated, that he knows very much. He will no doubt feel grateful and gratified when he looks far back along the road of his intellectual development, and notes the distance stone which marks the day of his entry into McGill; but looking forward, he will be perfectly dazed at the prospect of what there is to know, and remembers what he ought to know and what he does know. But whether we take Arts, or any of the Professional courses, a solid foundation, a firm grasp of general principles, and a knowledge of how to think and study for ourselves is all that we can hope to acquire. And it is all the ordinary courses are designed to give, and all that in the nature of things they can give. The range of subjects is too wide to admit of more in a four years'