

it has been the custom in the past, we have only three days a week, four hours in all, for library study, and elocution pupils, in some of the classes, can only avail themselves of three hours. The time has come, in our humble opinion, when the library should be open six days in the week instead of three. Developments are taking place every day in the class room, which reveal to the earnest student opportunities for research which never suggested themselves to him before. Why should he be compelled to wait with the accumulation of days and then be expected in one or two fleeting hours to satisfy his longing soul? With the privilege of consulting the library every day he can take advantage of the curiosity of the moment before other subjects have engrossed his attention. The power of concentration, so vital to success, is encouraged. While it is perhaps the Seniors who suffer most under present arrangements, we believe that the other classes are in sympathy with the movement. By stimulating and directing a more systematic arrangement of reading we feel assured that a large step in advance will have been taken. Freer access to the library is one means. Changes proper which will have to be made for the greatest-benefit system will suggest themselves when this principle is acknowledged. Why not have the library open every day?

WHEN the arrangement for honor studies were completed at the beginning of the present academical year, it was announced that the authorities had decided to limit to one the number of honor certificates granted any student who satisfactorily completed the prescribed course in the subject assigned him. While this limitation is entirely arbitrary, but little reflection is necessary to convince us that the senate did not make this recommendation without mature consideration on their part or on the part of the faculty. The causes of this change are not far to seek. A number of students have in the past taken two and sometimes three honor courses in addition to the regular work. To do this satisfactorily, very little time remained for outside reading or investigation in any subject beyond their regular line of study. While solid students have thus been produced it has been observed, and more especially in recent years as the standard of the college curriculum has been raised, that these men became somewhat bookish; and in their efforts to advance their intellectual powers, they

succeeded only in a measure and that at the expense of their social and sometimes of their physical nature. While there are a few students—and the number is very limited—who may carry two or more honor courses without doing violence to a well rounded education, there are others whose ambition prompts them to undertake work, the completion of which, owing to their very nature, must be decidedly injurious to their own best interests. The conclusion, therefore, at which the authorities have arrived is the only one which will cover all cases, and at the same time give an opportunity for students to carry on a course of reading or research guided only by their own genius, which in the end may result in more practical benefit—mentally, socially and physically—than any course which the governing body might prescribe.

THE relation of students to the Executive body of the College is not perfectly adjusted. There is an amount of friction and consequent effort in carrying out regulations that argues a lack of balance somewhere. We almost suspect that the difficulty lies in the assumption of too much authority by that august body, the College Faculty. In other words, it is the doctrine of passive obedience all over again; undergraduates are so many individuals who must be moulded, will they, nill they, into the symmetrical patterns approved by the powers that be. But, alas for this system, students have a few ideas of their own, and a rather deep-rooted conviction of inherent rights. Hence the conflict.

Is it a chimerical scheme to ask that students have at least an advisory part in the government of the college? In the department of discipline outside of the class room, for example, there is not that co-operation that is necessary to the best results. The reason is not far to seek. At best we can have only an artificial interest in the matter. Publicly known misdemeanors affect the Faculty far more unfavorably than they do the students, because the former has taken to itself the sole right of government. Proper action on the part of the students can not be secured until they are given a real *interest* in the administration.

There are several reasons for this concession. In the first place we are more vitally interested in the laws of the college than any other part of the institution, because we are immediately affected by them,