

seems as though the point had been reached, when more determined steps might be taken, in a revolution which time is slowly maturing, and which is destined to answer the question not directly within but without our colleges.

Every year adds to the number of successful institutions of learning, which without aspiring to the name of college, put forth courses of study nearly as extensive as those of colleges, and possess means and facilities in some instances far greater than those of certain so-called universities. Besides these academies and institutions, a steadily increasing number of high schools provide the public with the elements of a liberal education. There are many schools capable of relieving the college course of at least all that is now contained in the freshman year, while their own attempts in the higher walks of science would much more appropriately be left entirely to the college. If much, or all, now contained in the first year were thrown back upon our efficient high schools and academies, and the standard of matriculation raised proportionately, an entire year would thus be gained to the college for advancing into larger fields of literature and science.

Such changes could not but be of advantage both directly to those instructed, and indirectly to the great public which depends upon our colleges for professional and scientific men to lead the progress of civilization. The question practically turns, not upon whether it might be beneficial, but whether the time has come or is close at hand when such change can be made. The safe and natural mode of determining will evidently be to advance slowly towards this end, testing the effects of each additional requirement for admission, and halting whenever those effects are not of good report. S.

WHAT OUGHT NOT TO BE.

In this so-called enlightened age and country it is deserving of wonder that there should be so much indifference to the

claims of higher education. Everybody attaches value to work done by the common school, and nothing is more frequent than to hear persons lamenting the ill fortune which was theirs when young. But there is a great number of people who either do not know the value of college training, or if they do, they give little tangible evidence of it. Else how can we account for the disadvantages attending our institutions of learning consequent upon the limited means placed at their disposal. If parents were fully awake to the importance of educating their children there would not be so many appeals for aid unresponded to; and those to whom the control of educational affairs is committed would not be cramped and hampered in their endeavors to place colleges upon a higher plane of efficiency.

It seems almost incredible that at this day any should be found who look upon wealth devoted to education as squandered. Such ask for some resulting good. And it is not easy to show it. Could you point to ships, houses, or lands, *then* they could see the good. Nor are these *imaginary* characters. While it is to be regretted there are any such, let us hope that in accordance with the "survival of the fittest" law they will soon die off, or—not to appear malevolent—that they may be translated.

There is a kind of people who acknowledge in a vague sort of way that education is a good thing. But then there are other good things. A trade, for instance. In fact, they *suppose* education to be a good thing. No very positive ideas about it. Measured by their standard, nothing extraordinary appears. Their boy may do as he likes about going to college. Now it is right enough that the boy should choose for himself, but they do not urge it as men who feel strongly and deeply the importance of giving him that which looks above and beyond the mere scrubbing through the world, and to which a trade is not comparable. This class of individuals constitutes no inconsiderable portion of all