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VOLUME I.

NUMBER 4

THE COLLEGE REVIEW

Devoted to the Interests of Higher Education.

EDITOR & PUBLISHER
TRUMAN GAYORD BROWNSON,
President of McMinnville College.

APRIL 1896.

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THE = COLLEGE = REVIEW.

VOL I.

APRIL, 1896.

NO. 4

COLLEGE AND CAMPUS.

EDITORS OF THIS DEPARTMENT.

BELLE GROVER,
EDNA SCOFIELD,

ALBERT HUGUELET,
FRANK WEED.

As we have entered upon our last term's work we find our number somewhat decreased. A few of our students have bidden farewell to their college life for this year and are scattered in various directions all hoping to return in the near future. But, though we regret their loss, we feel this term is to be the best of all. Not only is more expected of us as students during the last term of the year but having had a six months discipline in college ways and work, we feel capable of carrying out the expectations of our faculty. With earnest determination and hope strong that this may be the most advantageous term of the year we eagerly look forward to a well earned vacation just ahead around the first bend of the road.

Numerous changes have been made in the classes. In the Bible study class the sophomores followed the Jewish nation down to the time of Solomon, then replaced their Bibles and note books with German textbooks. The sophomores have also exchanged algebra for geometry. The freshmen have zealously gone to botanizing. After a perilous and bewildering voyage the juniors have landed Aneas in his long sought for Italy and from poetry have turned their attention to Livy's matter-of-fact history.

The recitation periods have been lengthened and we now have full forty-five minute periods both morning and afternoon.

The gymnasium continues to be the most attractive spot for visitors and it is useless to attempt to mention them all.

The girls are making active preparations for Field Day during commencement.

The first of last month found many of the students on the sick list, perhaps thoughts of the coming examination may have been the cause.

Has the Philergian editor been kidnapped? Has he become absorbed in Livy? Has he become unconscious from an overdose of psychology? Where oh where is he that he has not at this last minute of grace brought in his promised report of the happenings of the society?

Our college campus looks finer than at any time since the erection of the college. The effort of the last three years in plowing and grading and seeding bid fair to prove a success.

If now the students will heed President Brownson's advice that pushing the lawn mower is as beneficial as performing in the gymnasium, we may continue to have a fine lawn.

McMinnville the last month has had no little excitement over the reported discovery of rich mines in the foothills to the west. As students we are specially interested in the mines, not because we individually expect to become millionaires by this means, but because some of the warm friends of the college are prominently interested in the mines. Should they prove as rich as many think, we shall expect to see our college reaping some of the results.

The Philergian Society joined with the B. Y. P. U. of the Baptist church in inviting Dr. Grant to deliver these lectures. The subject of the first was "National Perils; Political and Ecclesiastical." The other was a description of that wonderful place, the Yellowstone Park. This was illustrated with stereoptican views.

Dr. Grant's talk to the students Tuesday afternoon, April 1, was very much enjoyed.

The Dr. on coming forward very humorously called our attention to the day of the month; slyly telling us that he had been announced as a great speaker all day. He then spoke of the sacrifice made by many Americans in behalf of public in-

stitutions, especially schools, as the highest type of patriotism.

Education was defined as knowing what you want, when you want it, where to get it, and the genius and ability to use it when you've got it. He spoke of the monotony of life; "the walk you took to-day you will take to-morrow and the next day and the next, till your feet will do the work and your head can rest." But, he said, life consists of surprises and emergencies. There are emergencies in everything you undertake. The successful man is the one who is surprised at nothing; who is prepared to meet every emergency and is master of the situation. He said Bob Burdette had brought to his mind something which he had always known,—Burdette had a habit of making you think of things you always knew,—the humorous things of this life are the sad things. The annual "stove-pipe" story that goes the round of the press is sad, very sad, to the man at work, but humorous to the rest of us.

As the Doctor drew near the end of his talk he spoke of the exalted position of man as being a "world maker" together with God. He held up a pansy, saying that it was his opinion that God never made that pansy, that God made the wild violet, but that man, with God, made the pansy; that God never built a cathedral, but man with God built it, and from that he spoke of the importance of the work given to man to do.

His talk was filled with humorous illustrations; it was instructive, and so very interesting that it will not soon be forgotten by those who heard it.

At the erection of our building in 1882, a bell rope was left dangling from the belfry to the basement. Now of all things which the architects built into McMinnville College nothing else has ruled with such terrible power over fourteen generations of students; but at last its sway is ended, and the old rope is laid one side. Like a long serpent it coiled one end around an iron mouth and with every movement sent vibrating a black tongue. How many a sleepy student has wished that it was sunk beneath the Atlantic cable as it has swayed the

bell, breaking in on his morning slumbers without a single harmonic sound. Poe's bells may have rung with, "Molten golden notes and all in tune," but this one didn't, at least not in the morning; and the poor student has found that there was no help for it but to wake up. Poor fellow! And all day he has gone around carrying a grudge against the bell rope. But the next morning the muffled bell couldn't make a sound, and he slept, or, at least, pretended he did, while the rope writhed and twisted in vain. The bell always cleared its throat by chapel time though, and then how it clamored and clashed! the rope pulled it this way and turned it that, making it screech out, "Lessons are coming and you don't know yours! Latin, geometry, chemistry; yours! yours! yours!" After chapel it didn't bother him much. He never objected when it rang for dinner or supper. But when evening came, it made up for all by ringing exceedingly long and loud for study hours when nobody wanted to study, except, of course, the book worm who was studying anyway and too much absorbed to notice the bell. For fourteen years the old rope has sent message after message through its wavy length—entertainments, societies, meetings of all kinds, have been announced by it. For, indeed, when did ever the students gather together at the college that the old rope did not actually throb to tell about it. It has danced with joy at Xmas and other holidays, and sometimes slowly and solemnly it has told of death among the ranks. It has been mended often, cut here and spliced there, but like the proverbial Irishman's knife it was the same old rope: till at last, like all else, it has been succeeded by the young and strong so that never again will it send messages of fear or pride, eagerness or dismay, joy or sorrow, to the listening student.

Y. M. AND Y. W. C. A. NOTES.

The girls are again allowed to resume their comfortable quarters in the music room.

An invitation extended to the Y. M. C. A. to be present at

the meeting for Feb. 23 was heartily responded to and the room was crowded. The meeting was an enthusiastic one.

We are inclined to think that a joint meeting might be held often to good advantage.

We are glad to read in our exchanges of the good work done in other colleges by the Y. M. and Y. W. C. A.

The weekly meetings were postponed during the special services at the Baptist church, but have been resumed, and the girls are planning to send a large delegation to the state convention at Portland.

THE MISSIONARY SOCIETY.

The programme for the college missionary meeting for last month was upon the subject of home missions. Some very interesting facts concerning work among the negroes, the Indians and also chapel car work were brought forth.

Mrs. Brownson kindly showed the members of the society some pictures she had just received from Miss Skinner, missionary to India. The pictures showed Miss Skinner, some of her native helpers, their tent and camping outfit.

Miss Skinner recently made a long journey by ox team to attend a gathering of missionaries. She reports one of the best meetings she has attended since being in the foreign field.

Quite a number of students have not yet joined the missionary society. We will be glad to have new names enrolled. Those who have attended the meetings regularly have gained a valuable fund of missionary information.

ATHLETIC NOTES.

After having the use of the gymnasium for three months we wonder why it was not built earlier, for it certainly is one of the most valuable additions that has been made in recent years to the equipment of the college.

President Brownson has been teacher for the boys. He reports that as a body they have taken a commendable interest in the class work, although it has been so far very ordinary

work,—walking, running, dumbbell swinging, ladder practice, etc.

Recently the boys took their first regular lesson on the parallel bars. They are to give much attention to this the rest of the term.

Mrs. Wolfenden, the teacher of the girls, reports that the girls have shown great and growing interest. Quite a number of them have made very remarkable progress. It is hard to say who have been the more enthusiastic, the girls or the boys.

Mrs. Wolfenden now has two classes in fancy Indian club swinging.

Athletic grounds! Athletic grounds! This is what we are specially interested in just now. And our desire bids fair to be satisfied. It has been admitted again and again by good authority that McMinnville has the finest college campus on the Pacific Coast; and soon we expect to have an athletic ground equal to any west of the Rocky Mountains.

The executive committee of the Athletic Association has just decided to begin work at once on the fine grounds set apart by the college trustees. The ground is an ideal one, 400 by 900 feet, lying directly west of the college building. One-fourth of it lies in the grove that is so admired by all visitors. Encircling the remainder will be a one-third mile thirty foot bicycle track. Inside will be the baseball ground, football ground and tennis courts, with the grove close at hand for shade, and croquet grounds.

PERSONAL MENTION.

Estella Noll has been welcomed into the sophomore class. She is a graduate of the high school of Traver, Iowa.

Anna Pagenkopf has begun teaching in Tillamook.

Lorenzo Root has turned his attention to the training the public youth in High Heaven—a place which we are glad to know is not far from here.

Kate Carey's departure to her home in Scio has left a vacancy in many hearts.

The friends and classmates of Cora Mitchell told her a regretful farewell a few weeks ago, and she is now trying to regain her lost health in her southern home, at Merlin, Ore.

An unusual privilege has been given to the students of McMinnville College in being allowed to listen to two lectures by Dr. Grant, of Portland.

Prof. Fargo speaks with great enthusiasm of Bob Burdette's lecture, which he heard delivered in Salem, March 28. The trip from here to Salem, made the 28th and retraced the 29th, was very cold—we hear, but very blissful, we imagine.

Vivian Rowton has returned to school after a month's illness.

Mrs. D. C. Latourette, of Oregon City, formerly a teacher of languages in Washington State University, spent a morning with us not long ago.

Prof. Lee, who has been a professor in Albany College for ten years and was this year made president of that institution, addressed the students of our college in a few well chosen words on denominational schools and the important place in higher education held by Christian colleges.

Rev. J. O. Burroughs, pastor of the Calvary Baptist church in Portland, with his wife, were present at chapel not long ago. He spoke to the students very earnestly concerning the importance of cleansing their ways by the Word of God.

W. N. Ferren, professor of mathematics and astronomy in Pacific University, spent a day with us last month. He was much interested in Professor Northup's classes in mathematics, but the special object of his visit was accomplished when shown over the observatory by Professor Fargo. So great was his admiration of that structure and its equipments that he really seemed in danger of breaking the tenth commandment—"Thou shalt not covet."

What tune is Huguelet's favorite?—Martin.

What name in the whole range of botany does Horace like best?—Fern.

How does Converse always spell cook?—With a capital "C."

What poet is Mayme's first choice?—Thompson.

What organ does Schenk prefer?—The Esty.

What letter does Weed always leave out when he spells knoll?—"K."

It is rumored that several college students are to take part in the coming Demorest contest.

Mrs. Professor Dunn, whom we used to know as Anna Matthews, has been living over again her student days during the last month.

The earthquake was almost totally lost on those living in the college. They simply thought it a circulation of Blood at an unusual time.

What general of the late war does Miss Scroggin think the handsomest man that ever lived?—Wallace.

The class of '95, like preceding classes, is making an excellent record. Edith Brown is teaching in the city schools of Ashland. Ethlyn Million is teaching in Montana. John Root has just closed a school in this county. R. E. Story is in Brown University.

Lou Lynch, who took her state diploma with this class, is teaching in Tilamook.

Our college library has had a fine growth, and is one of the best in the state. It is a very encouraging fact, especially to those who have given the money, that the library is being used more and more each year. Two hundred more volumes have been drawn this year than in the same time last year.

The following students attained an average standing last term of 95 per cent. or higher: Lawrence Black, Delia Baxter, Belle Grover, Charles Galloway, Zilpha Galloway, Nellie Latourette, Edith Mitchell, Charles Moehnke, LeForest Sawtelle, Herbert Tony, Reuben Thompson, David Wolfe. The standing covers daily recitations, rhetorical, physical culture and examinations.

NEW CALLINGS FOR COLLEGE GRADUATES.

BY PRESIDENT T. G. BROWNSON.

In that charming book, "The Life and Letters of Horace Bushnell," this distinguished man tells us that in college at Yale he was looked upon as a sort of curiosity because he was taking a full college course without having one of the learned professions in view. Before that day and for a considerable period since the callings were few that demanded or even encouraged college trained men. American literature, down to the revolution, was written almost exclusively by clergymen; but few outside this sphere had sufficient education to justify any special devotion to letters. To furnish an education for the ministry was the only motive powerful enough to enlist the people of that day in founding institutions of higher learning. Thus was Harvard founded; thus, Yale; thus, Brown. The people seemed to have no conception that a college education was of any special use to men in other callings. Washington and Jefferson were deeply interested in a national university, but there was little response to their plea, largely because a national university would not have as its chief object the training of men for the Christian ministry.

This idea that a college education was of special value only to the clergyman, became rooted and grounded in the minds of hosts of the American

people and was handed down from father to son and from son to grandson as a sort of sacred heritage—a priceless treasure to be guarded with jealous care. Gradually, however, men began to accept the doctrine, here and there advocated, that a college training was of some special use to a lawyer and that it might not be absolutely ruinous to the success of a doctor. Thus the circle was enlarged and from that time on a considerable number entering these professions secured a college education before taking their professional studies.

But yesterday it was the common sentiment that unless a young man was to enter one of these three callings it was a waste of time and money to go through college. Indeed, that sentiment still prevails widely and to the ruin of thousands of the young men of our own day, but within a quarter of a century a remarkable change has been forcing its way into the thinking of the masses. Everywhere is the conviction sinking deep down into the bosoms of men that whatever occupation one is to follow, a college education is of priceless worth. It is this conviction that has inspired many of the munificent gifts made to institutions of higher learning in the last few years. It is this conviction that is crowding our best institutions to their doors with young men who have no idea of entering what have hitherto been known as the learned professions. It is this conviction that is impelling hundreds of young men and women to make untold sacrifices in their heroic efforts to work their way through college. The great truth that other callings than the learned professions are demanding the choicest college culture, has taken possession of these aspiring minds and is spurring them on to deserved success.

This, then, is one of the great facts of our day,

that new callings are demanding college graduates. There are not simply open doors to college trained men and women—doors that have only recently swung ajar—but there are, in a wide and increasing range of callings, positive and imperative demands that can be satisfied best, and will be satisfied only, by college educated men.

Let us notice briefly some of these callings. Attention may first be called to

CALLINGS CREATED BY RECENT ADVANCES IN RELIGIOUS WORK.

No observer of the religious life of this nation can fail to notice the remarkable changes wrought during the last half of the present century in the methods of carrying on religious work. The claim is often made by those who scarcely ever go inside a church that the pulpit has lost its former power. It is a bald assertion, without foundation and without proof; in many instances the wish of those who make the assertion is father to their expressed thought. But the pulpit does not hold the same relation to religious progress that it did a century ago. Then it stood forth as the one supreme agency in the advocacy and advancement of religious truth. Now, it is the center and inspiration of a network of effective agencies. The allies to the pulpit have become multiform and their influence magnificent.

Only half a century ago the Sunday School, as a religious agency, was a thing despised. Home and Foreign Mission Societies, with their magnificent influence in lifting the nations Godward, have only begun to celebrate their first centennial, and the first fifty years of their life was largely a struggle for existence. Only a fraction of a century ago the Young Men's Christian Association began its work—a work

that has already developed into remarkable proportions in civilized lands and begun to light up the dark continents with its life giving rays. Later still is the origin of the Young Peoples' Movement—one of the gigantic movements of the century in its influence and far reaching results. Prominent among the greatest conventions ever held in enthusiasm, numbers, influence and power were those recently held at Chattanooga, Boston and Baltimore. The unparalleled growth of the modern city has compelled radical revisions in religious work there, creating methods of reaching the masses that were undreamed of by the fathers a century ago.

Now it takes but a glance at these multiform agencies of religious work to see standing out prominently in all of them this one thing—the opportunity and the demand for educated laymen. The preaching of a pure Christianity has always and everywhere remarkably stimulated general education and thus created a demand for educated leaders. When Christianity came into pagan England centuries ago, the founding of schools and a hitherto unknown interest in learning was the inevitable result. The remarkable missionary successes in pagan lands during the last half century are already producing a like result. The school follows the church. The preaching of the gospel wakes into life the whole man, and he at once thirsts for the fountains of learning. Preachers have been chiefly in demand as missionaries to the pagan lands, but very soon thousands of teachers will be needed to man the schools that the introduction of Christianity has called into being. And these teachers will need a college culture; the ripest training that can be secured will be none too good for this work.

The Young Men's Christian Association has been

especially productive in creating new callings for college graduates. Hundreds of cultured young men are in constant demand to fill the position of secretary in existing associations and the many new ones rapidly being organized. It is a position of great responsibility and abounding in opportunities for the highest usefulness. Many associations are not exerting a tithe of the influence they might exert, and chiefly because they have not been able to get consecrated and cultured leaders in their officers. They have been compelled to take young men as officers whose chief recommendation was their piety; and in a little time their lack of culture wrecked the association of power and threatened its extinction. There ought to be at the present time in American colleges one thousand young men whose aim in getting a college education is to fit themselves for efficient leadership as officers in Young Men's Christian Associations.

The Young People's Movement has been referred to. It seems certain that that movement, directly or indirectly, is to open many doors for college graduates to engage in needed and important work. More and more is it becoming an educational movement, raising up a great company of young people who have studied intelligently the history of the kingdom of Christ and the best methods by which that kingdom may be carried forward with still greater success. This movement seems destined to produce great and beneficent results, provided there are a sufficient number of trained leaders. In almost every church of even forty or fifty members there are enough young people to accomplish much, if only there are the right sort of leaders.

With this very brief discussion of the points

already noticed, let us pass to another phase of the subject:

CALLINGS CREATED BY RECENT DEVELOPMENTS IN
PHYSICAL SCIENCE.

This point is one of surprising fruitfulness. It is hardly too much to say that the whole framework of society has been revolutionized by the developments of science in the last half century. This development is one of the marked characteristics of our national life. It is an oft-told story to speak of the changes that have been wrought within the memory of men still young; to contrast the stage coach with the palace car; the rude engine of an early day with that of our time; the old implements of agriculture with those now in use everywhere by the progressive tillers of the soil; the methods of travel by water fifty years ago and those of today; the former methods of manufacture with those employed at the present time. It is a story that has been told eloquently again and again, and yet we who live only in the last half of the nineteenth century and have witnessed these changes as they have come in gradually do not half appreciate the progress that has been made.

I shall not attempt to tell what others have told and re-told so well. I may, however, be permitted to emphasize in a few words the fact that this development has placed a premium on skilled labor. It has exalted and dignified many of the tasks that used to be looked down upon and despised. To-day, the farmer rides on his sulky plow, sits behind four horses as the harvester cuts the grain, in a word has become one of the kings in the business world. He has an opportunity to get an education that was not offered him half a century ago and he must improve

the opportunity or cease to be a successful farmer. He may not make money rapidly, but he is certain of an excellent living and may have a home filled with comforts. But the farmer must have more knowledge than he needed fifty years ago; it is not something desired—it is a necessity. Educated farmers are rising in influence, position and power. The farm is an open door for the college graduate.

The whole line of transportation agencies, by sea and by land, has swung wide open a door for college men to enter. Step by step these great corporations have been demanding service of a higher grade, making stringent conditions as to the habits of their employees, and seeking men of trained mind to whom to entrust tasks fraught with such tremendous consequences.

Especially do the great manufacturing firms need educated employees. Competition has become strong. It has become a necessity for the manufacturer to have highly developed brain power in his employ. Original and taking designs must be worked out; manufactured articles must commend themselves not only by their usefulness, but also by their beauty.

Especially has the development of physical science created new occupations—occupations that by virtue of their very nature demand trained and educated laborers. Look at the single branch of electricity! An exhaustive discussion of this one point would show a great array of entirely new lines of labor and each laborer must be a man versed in a wide field of knowledge. Not only must there be a trained mind, developed mental power, a fair general education, but there must also be a mastery of certain lines of knowledge. To fill these new positions, college men are destined to be more and more in demand.

Now, of course it is not claimed that these various

positions, only a very few of which have been noted separately, are filled today exclusively or even largely by college graduates. Such a claim would be absurd; it would contradict the most easily collected facts. But the claim is made without fear of contradiction, that these places are open to college graduates; that men of training and broad education are in great demand; that poorly educated men are set aside just as rapidly as better trained men can be found; that college men are entering these positions in increasing numbers.

A third class of callings must receive a brief notice:

THOSE CREATED BY THE GENERAL EDUCATION OF
THE MASSES.

Our public school system is the greatest thing that has been produced by the American government. The American people believe in it most intensely. This system more than any other single phase of our national life has advanced our nation into prominence and power. The results of this intellectual uplifting are many; one is this: That better trained teachers are imperatively demanded.

There are serious obstacles in the way of college graduates adopting teaching in the public schools as a life calling. Salaries are too small; the term of office is too uncertain. But these obstacles do not lessen the demand.

The conviction that our schools must have better trained teachers led to the founding of the normal school. It has had a large patronage. Perhaps it has accomplished all that could be expected of it. As an agency in fitting large numbers of teachers for better work in subordinate positions, it has had marked success. But it does not meet the demand in fitting teachers for the highest positions in public

school work; it cannot be made a school of high grade and retain popular favor. The result is that the colleges are becoming more and more the preparatory schools for the highest salaried teachers in public school work. Normal schools will continue to be patronized by those who wish to remain in school only one, two or three years, but those who are determined to rise above mediocrity in this calling so crowded in its lower ranks, will not be satisfied short of a college education.

That college graduates will in the near future enter upon teaching in the public schools as a life work in much larger numbers than hitherto seems not to admit of discussion—it is one of the things that does not call for proof. Out of the annually increasing army now leaving college halls with diplomas, there must soon be not a few who will not be satisfied to spend their lives in other than literary callings. An increasing number of these will adopt teaching. This will have a tendency to increase the salaries of deserving teachers. Surely the American people will not always be so blind as to compel the instructors of their children to work for less wages than they pay their cooks and common day laborers.

Then, too, not a few college graduates will enter this calling largely because of the wide field it offers for influence of the noblest character. What an opportunity for exalted influence intellectually and morally lies within the power of the teacher! To shape and mould the child neglected at home into a man or woman of exalted influence, is a work than which none on earth is greater or more divine. To a surprisingly large extent the moral training of the rising generation has been handed over to the teacher in the public school. To a large extent the future of this nation is now entrusted to the teachers of our

land. Here is an open door for influence and power that may well appeal to the ripest culture our colleges can give.

It must, then, be accepted that there are new callings for college graduates; that college trained men are henceforth in increasing numbers to be found in all the wide realms of business life.

By the forge of the blacksmith, the bench of the carpenter, the loom of the weaver, in the field of the farmer, the railroad shop, the country and city schoolhouse, in the editorial chair, in the manufactory, behind the counter of the electrician, the merchant and the banker, are to stand college cultured champions of American industry; their hands hard with toil; their brows lit up with learning. Many of them will continue to crowd into the learned professions: that is still an inviting field, with plenty of room at the top if the crowds have become dense at the base. More of them will enter other callings, callings not yet so crowded by trained aspirants and not yet so sung by the praises of men, but in which fame and fortune are certain to crown richly deserving labors. At least a threefold influence will be the result.

Forms of labor hitherto looked down upon will be dignified. This will be especially true of agriculture. College graduates come largely from the farms. City air enervates the youth and robs them of ambition. The farm is the base of supplies for the college, and the college ought to, and in coming years will, send back to the farm more and more of its graduates to elevate agriculture and give a dignity and charm hitherto unknown to country life.

The second result will be a great increase in the number of college students. In every walk of life the college graduate and the unlettered youth will rub against each other. To the undisciplined youth

the contact will be inspirational. It will reveal the elements of true success and beget ambition to enter college halls. Parents will see more clearly than they do yet the importance of giving their sons and daughters the advantages of a higher education. Thus scores who now enter business callings unprepared will be led to first seek the culture and discipline offered by the college.

In the third place money in unprecedented sums will be poured into college coffers. Buildings will be erected, apparatus supplied, scholarships founded, endowments enlarged. Graduates are the backbone of the colleges. Their influence fills college halls with students and turns wealth into educational channels. When these graduates in large numbers have become men of wealth, our colleges will surely become more and more the recipients of large and generous gifts. Higher education in America as the result of intelligent individual giving has already made a wonderful growth—a growth more wonderful is to be witnessed in the coming years when college graduates have taken their destined places as the queens of society and the kings of commerce.

TENDENCIES IN HIGHER EDUCATION.

Prof. Albion, W. Small, Ph. D., University of Chicago, in *The Standard*, Sept. 7, 1895: The purpose of the article is to record certain tendencies in higher education to-day, not attempting to account for them nor to show how related to each other. In accordance with this purpose the writer enumerates eleven "tendencies," as follows:

1. The emancipation of the curricula from the despotism of the triarium, Greek, Latin and mathematics, which existed twenty-five years ago, with decreased demand upon the "brute force of students' minds." With this has come the displacing in large measure of the principal elements in the training afforded by the old education, viz: discipline of the mind to disagreeable tasks; discipline of the memory; and discipline in the analytic habit. The change results in greater freedom and independence in

intellectual processes and a generally improved mental activity. "The fact that intellect survived the course of stultification described in the old curricula shows the splendid recuperative power of mind rather than the wisdom of teachers."

2. The liberalizing of higher education by widening the range of legitimate subjects of study in colleges. This has been made possible largely by the increasing resources of educational institutions. A consequence noted is the already apparent reaction from their extreme views of both the friends and enemies of the old order.

3. The prominence given to Biblical literature in the college courses. Denominational colleges are assuming a position of consistency in displacing in some measure the pagan literatures of Greece and Rome by the introduction of the scriptures into their curricula. The study, both of the English Bible and the Greek and Hebrew originals, is a marked tendency in higher education to-day.

4. The according to social sciences of a prominent place among college studies. Less than twenty years ago history and political economy were looked upon by prominent educators as of doubtful propriety as subjects of study in colleges. To-day some colleges are offering enough courses in social science to occupy the time of a four years course. The tendency is regarded, on the whole, as being beneficial.

5. The introduction, in all studies, of the "inductive method" in teaching and study. The studying of things instead of theories; of language rather than grammar; of life, and not a philosophy of life.

6. The marked attention given to physical culture as a part of college-education. Students have largely received recognition of the importance of element in modern college life by insisting on the right to devote to athletics a part of the time given by their elders exclusively to study. "The boys have overdone and abused this freedom to be good animals as well as good students, but they were unconsciously high priests of wise nature in all this; and the authorities have at last taken knowledge of the wisdom so proclaimed."

7. Enlarged freedom of intercourse between students of different institutions. This is fostered by athletic and oratorical contests, musical clubs, religious organizations, etc.

8. The wide range of occupations in which students may engage as a means of continuing their studies. With this comes largely the obliteration of the lines of demarcation between student life and life in general.

9. The opening of institutions of higher learning freely to women. Women share with men on equal terms the advantages of college and university. Opinions vary as to methods and organization in higher education for women. But as to the desirability of such education there is at least in the United States, but one opinion. "The question whether the common humanity of women is to be recognized in its claim upon access to knowledge, has been settled forever."

10. The increase of co-operation and decrease of provincialism and competition among colleges. Affiliation and correlation between colleges and universities is a notable characteristic of the times educationally.

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