welded? Would the extension of the chain by the addition of a new link bring strength or weakness to the whole? It is not too early to give something like a definite answer to these inquiries.

The land-grant college is rapidly making its way to popular favor. In some of the states—even the territories—the financial aid sent from the Treasury at Washington, for the support of the new institution, is most generously supplemented by local appropriations.

The growth of technical education in the United States within the last thirty years is astonishing. The technical school, in its growth, has not crowded out other institutions. Something less of exaggerated importance is attached to the study of the classics than formerly, and this change of opinion may be due to multiplying evidence of the real value of technical training; but the university with its modified curriculum, seen in its electives, its greater scientific trend, and its recognition of the value of the modern languages, is thriving to-day as never before.

The state institutions founded to promote that kind of education outlined in the Morrill Bill have given an upward tendency to educational effort, not only within the walls of the university, but also, though not in so great measure, in those institutions more accessible to the people—the public high-schools. The last named are called "the people's colleges"; yet it is a noteworthy fact that they are, in their organization and course of study, less responsive to the real needs of the people, in an educational sense, than the university, be it secular and under state control, or profess- edly religious and under the domination of some church.

The public school gets pupils in numbers fairly proportionate to the whole number of people in the school district, but the college or university secures students not in propor-
the population of any given area, but in consequence of its drawing power acting through the character of its educational work; hence it happens that the latter often keeps closer in touch with what the people most desire, in the way of education, than the former.

The ideal educational ladder with some is an elementary school preparing pupils for the high-school; a high-school urging young people on to the university; and a university fitting students for the so-called learned professions. It is not strange that the rungs of this latter prove to be so far apart and so ill-adjusted that some refuse to attempt their ascent beyond the lowest eight where reasonable assurance of a safe foothold is given. Others with strength enough of mental limb to ascend the whole ladder with safety, see nothing at the top to recompense their toil, and they, too, after having ascended some distance with ease and spirit, give over the—to them—unprofitable undertaking.

Life's experiences suggest that the articulation between the high-school and the technical school should be just as close and vital as that between the former and any college or university whose course of study is largely for the benefit of those seeking entrance to the already overcrowded professions. The average high-school and university courses give desirable mental training to those who enter upon and complete them; but a large and a most worthy class of people desire for their children an educational training sooner completed, less expensive, and more in touch with the working-day world.

It is not universally true—or in great part so—that a college education of the best-known kind unfit its possessor for the practical walks of life. Some of the ablest thinkers and doers who have blessed mankind with service of wide-reaching value owe their power to render such service to the training they received in the halls of some institution of learning in which the classics and mathematics were given great prominence in the curriculum of study. Strength of mind is a desirable and practical force the world over.

I have no disposition to disparage the kind of education which I myself received as a college student; but I wish to affirm my belief, strengthened as experience enables me to give it a surer basis, that the college of the not remote past was from the necessity of the case a closed door to such of our young people as desired to prepare for what are known as the practical walks of life. The scientific course of this college, if it had one, offered but little of value to the class of young people to which I am referring. The only institution that appealed to them through their educational wants as they recognized them—though not clearly, perhaps—was the "commercial college." This institution was thus given a place in popular favor to which it was not justly entitled by reason of the real character of its work.

Such, then, were some of the conditions connected with educational effort at the time the first Morrill Bill went into effect. Most of the states hastened to take advantage of the liberal and far-reaching provisions of that bill.

In many, a new educational institution was established with courses of study clearly differentiated from those of institutions then existing; in others, unwisely I think, the new idea of higher education was united to the old in some established institution whose traditions and practices were so firmly rooted in favor of what was as to leave few tendrils to twine with any force about what should be.

The name that best expresses the work required of an institution founded under the Congressional land-grant act is, "The Agricultural and Mechanical College," a name whose length is some bar to its general use. In giving a title to our Institution, the Legislature, for some reason, dropped the word "Mechanical" and in so doing gave to many people an erroneous idea of the nature of its work. These people can see no reason why instruction in civil government, political economy, history, mathematics, etc., should be given in an "Agricultural College."

If those who are disposed to criticise the College on account of the various subjects included in its courses of study can be informed that its work must be planned "to promote the liberal and practical education of the industrial classes in the several pursuits and professions in
their voice of disapproval will be no longer heard.

Much has been said and written about the proper work of the land-grant college. Wisdom has not yet exhausted itself in putting notes and bounds to that work. Its character into what departments of human thought and effort it shall reach—must be determined by conditions now existing and to exist. There is a consensus of opinion, however, that the land-grant college has a work peculiarly and fitly its own; otherwise there is no apparent reason for its existence.

The scheme of instruction of the land-grant college usually includes work in civil, mechanical, and electrical engineering; hence the need of a pretty thorough course of instruction in mathematics. The sciences are made prominent in such a course; hence classroom and laboratory work in botany, zoology, physics, and chemistry is required. All public educational institutions should strive by their work to promote good citizenship; hence the need of instruction in civil government, history, and political economy. All persons who make any claim to scholarship know something about their mother tongue and have some facility in its correct use; hence even an agricultural college may, without courting just criticism from any source, provide for instruction in the English language and literature, even going so far as directing students to a library and showing them how to acquire knowledge, pleasure, or character therein. Most people think, though thinking is said to be the hardest work done on this planet; hence even a student in the agricultural course may find some profit in noting the process of his own mind by the study of psychology and acquire some power to form correct judgments by attention to the science of logic. Right thoughts prompt to right actions; hence the study of ethics, "the science of human duty," may have a very practical and eternal value to a human soul. Attention to a modern language is not at war with proper interest or reasonable progress in the study of agriculture or mechanics. The horticulturist who can use a drawing pencil to some purpose, voice his thought with some elocutionary force, and see meaning in the notes as well as the words of a music book, may thereby be none the less proficient in his vocation. The farmer's wife, in order rightly to meet the duties and responsibilities of her position, need not be ignorant of many of the subjects before named. The successful housekeeper and the well-educated woman need not stand at the poles of our social life.

Some of these statements are suggested by my knowledge that some people, by no means unfriendly to the College, have crude and impracticable notions as to what its work should be. A speaker, last commencement season, referred to the literary character of the graduates' orations and saw something therein incongruous with his idea of the proper attainments, and the manner of their exhibition, of agricultural college graduates; and his remarks were regarded as a joke on the College by some in the large audience present. Had one student told about alfalfa, another about the Berkshire hog, and another about insect pests that infest our orchards, and so on through the list, the program would have been an ideal one in the estimation of some very practically-minded people.

A good, general education, once acquired by thinking processes, is just as essential to farmers or mechanics as to any other class of people. Life in any field of human effort means more, is more, to the man of thought than to the ignoramus. The avenues of all business life are crowded with men who do and think afterwards, if they ever reach to the ability to think at all.

Our work is necessarily many-sided; it is a departure from that of the classical school; it is designed to supplement that of the common school in a way untired until recently. Those who come to us for educational advantages seek scholarship as closely connected as possible with the practical affairs of life. Let us seek wisely to answer their just expectations and to show our people that in so doing we are in good faith carrying out the objects for which The State Agricultural College of Colorado was established.

The oldest college in the world is the Mohammedan College at Cairo, Egypt, which was 1,100 years old when Oxford was founded.
Professor L. G. Carpenter provides an article entitled "Return For A Seepage Water." This somewhat technical essay offers the hypothesis that irrigation water has a tendency to seep downstream and thus provide benefit heretofore unsuspected.
In an article which discusses the forthcoming alumni reunion reference is made to the Agricultural College as "our Colorado Purdue." (Was there a conscious effort beyond this editorial to compare the Colorado Agricultural College with Purdue?)
"The short course in agriculture will not be resumed this year as in former years. The farmers gave it insufficient support to warrant its being further carried on."