1. The determinations, if not correct within three per cent, have to be repeated. Thus a student not unfrequently works a whole term on one of the very difficult determinations, like galena, menacanite or spiegeleisen, doing it over several times.

2. The common elements, such as Si, Fe, Al, Ca, etc., are not only determined two or three, but ten or fifteen times.

3. A student cannot, without working much extra time, do the required amount of work.

4. No part of the chemical work is optional.

A MID the general improvement which we, as a nation, are making in almost every department of education, there is one direction in which we are sadly, not to say criminally negligent. This is what we may call political education. No better proof of this is needed than the developments which attend any great political contest, such as that through which we have just passed. At such times, when men are called upon to decide upon questions which involve any deep, fundamental principle of government, their ignorance or misconception of the true import of those principles is, in view of their importance, alarming. As a direct result of this ignorance, men become blind followers of party or personal preference; and then follows all that train of evils which scheming politicians are enabled to work upon credulity. In view of the fact that we, as a people, are face to face with some of the most difficult problems with which any nation has had to deal, the careless, we might almost say, flippant way in which our modern politics are conducted, must seem to a thoughtful observer almost reckless.

How, then, we ask, is the public mind to be educated politically? Certainly, not by noisy street parades and fire-works. The procession and the rocket don't teach us anything of tariff or civil-service reform! The very existence of these things at a time when momentous issues are at stake, is a proof of political demoralization. The platform is losing ground, as a means of public education, and our only resource seems to be the press. If the press were what it should be, what better means of instruction could we have? But while we are indebted to the press for all our information in regard to business and the events of the day, we can no longer rely upon it as a safe guide in politics. It has all but abdicated this important part of its duty, i.e., the impartial discussion of political questions. It is understood that we speak now of the press as a whole, and not to the honorable exceptions which are doing all in their power to supply this much-felt want. We agree, therefore, with a recent writer, whom we do not now recall, that the political education of the people rests upon political leaders, and not until these are men of high and blameless morality, as well as men profoundly versed in the principles which underlie all good government, can we look for a broad dissemination of sound political instruction.

NUMEROUS literary and artistic contributions received within the past few weeks indicate an increased interest in The Tech, or a manifestation of interest already existing, on the part of its friends, which is very gratifying to those in whose charge it is placed. This is one step in the right direction; we desire to suggest to our readers another which we hope will prove mutually beneficial. Any one, in any kind of work, especially of a philanthropic and unremunerative nature, is glad to know what portions of it are appreciated and productive of good, and what are susceptible of improvement. With this idea in mind, we should be pleased to hear from our readers, personally or by written communication, any suggestions or expressions of opinion as to editorials, articles, and methods. It must be borne in mind, lest this request seem unusual, that The Tech is not an enterprise for making money, but for the students, whose ideas it seeks to represent; consequently any plan by which such ideas are brought to its notice (and they are not brought to notice without a special request) is in the line of its proper work.