in some manner. Although this may be an important factor in the case, there is another cause which seems to us to be just as effective. We think that mistaken choices of branches of study are very common, and have considerable to do with affecting the students' stay here. After a student has successfully passed through the general course of study of the first year, he has nine different courses of study before him, all scientific, but dealing with entirely different branches of science. Let us see what usually guides the students in his choice. It may happen that plans are all laid out for him, so that he knew when he entered what line of business he was to engage in on leaving, and so his choice is made for him. Another may know what branch he is most likely to secure a position in. Another may be influenced entirely by his tastes for certain work; while still another class have no decided preference, and base their decision on the easiness of certain courses, or what their friends are going to do, etc.

Now, the first two cases may find, after a trial, that the line of study they are pursuing is distasteful, or find that their abilities do not tend in that direction. If this is the case they had better drop out as soon as possible, and take something suited to them. In the fourth case it is merely a matter of guess-work, and may or may not be successful. We think that the number of graduates represents the men who chose the courses adapted to their tastes and abilities, and those who dropped out or became specials made mistakes in their choices. This may be rather a sweeping assertion to make, but it must be true for the main part.

It is plainly evident that more judgment should be used in the selection of a course of study. Once engaged in a certain direction, there is no other course open except by making a fresh start. As the aim of our different branches is to turn out specialists, the knowledge obtained all tends in one direction, and cannot be made useful in another line of business. Now, if a student is not perfectly sure about his decision, would it not be better for him to take a course which combines many subjects and gives chances for options, thus going over a large amount of ground of a general character, all of the studies being practical and important? Such a course can be taken here, and a few students avail themselves of the chance. There is no doubt but that a man is better fitted for business not of a special character by a stock of universal knowledge of a practical character, than by a line of knowledge all running in one direction. There must be a large class of men here who are not going to be engineers or chemists, etc., and who are to engage in work which, though of a special character, in a sense, still requires diffused knowledge more than special. Of course if both could be combined, it might be more beneficial, but few of us have time enough to follow up both lines. Studies of a general character are introduced to some extent in the different courses, but form a small per cent of the whole. We think if more students took the general course there would be more graduates, and fewer disappointed hopes. There must be some cure for our existing evils, and we think that this idea would remedy some of them. We think that the general course will in time become one of the most popular, and succeed in drawing students here who now attend other colleges with the idea that this is but an engineer factory.

SMALL improvements often become of more general convenience or even necessity than most pretentious ones. We have songs—local and technical, class and social, without number, but no one seems to have had enterprise enough as yet to devise and introduce some short and useful combination of notes suitable for everyday communication and intercourse. What we now need is a college whistle. Something with which we can, although at a considerable distance, instantly arrest a classmate just about to enter the recitation-room until we can come up and extract from him an explanation of that