small extent here in Boston. The danger lies, first, in the admission of electricity to the house; and, secondly, in the running of the wires in the house. It is true that lightning-arresters have been invented and put in use, but they can all be improved. If the wires could be run underground, and introduced while underground into the house, the first danger would be obviated. In order to avoid the second, there must be perfect insulation of the wires, and the most scrupulous care must be taken in running them. Any carelessness, or ignorance on the part of the workman or electrician, would have the most disastrous consequences. Fires have occurred from this source, and have as a result greatly increased the prejudice of the public against domestic electric lighting. We who are studying here in a scientific school, and who are familiar with the workings of these great forces, cannot perhaps fully appreciate these prejudices. We must remember, however, that people who are ignorant of a great power, are not generally willing to intrust their lives and property to its keeping: one or two fires or accidents, that can be directly traced to an over-heated wire or a poor insulation, will have an influence on the public, and greatly retard the progress of the electric lighting of our houses.

To sum up, then: we need systems of lighting for cars that will reduce the cost to a minimum, and appliances to render the electric lighting of houses absolutely safe. The Institute of Technology claims to give us a training which will enable us to compete with inventors and electricians, both at home and in Europe. Many of the men who have acquired money and reputation in this science, have not had the advantages of such a course as is here placed before us; but the scientific men who are most widely known, and who have seen most clearly how to make scientific inventions profitable, have been men of education, if they did not graduate from the M. I. T. Our aim, then, as students of electrical science, should be to make the most of our present opportunities; and who can tell what glory we may one day bring upon our hard task-master, the TECH?

Noticeable Articles.

A great stir was occasioned in the English literary world by the publication, in the October number of the Quarterly Review, of a savage attack on a recently published volume, entitled "From Shakspeare to Pope," by Mr. Edmund Gosse, Clark Lecturer on English Literature at (English) Cambridge. The book is roundly condemned as so inaccurate and superficial as to be a disgrace to the university which tolerates such a lecturer. A melancholy picture is drawn of the decline of English literature in the effort that goes on continually to catch the popular ear. "The writer of a single good book is soon forgotten by his contemporaries; but the writer of a series of bad books is sure of reputation and emolument," especially if they become the subject of a degrading system of puffery, which everywhere prevails." Mr. Gosse's book, the writer thinks, is an evidence that this decay is attacking the universities themselves, and that the so-called modern reforms are reducing even their standard to the popular level. The writer then proceeds to a detailed exposure of Mr. Gosse's inaccuracies and blunders, and, though there are signs that he is actuated by personal hostility, he apparently makes out a pretty strong case.

The article had one good result apart entirely from the question of the merits or demerits of Mr. Gosse's book. It called public attention to the wider and more important question of the teaching of English literature in general, and to the fact that it was in a wretched state of imperfection and neglect. The enterprising Pall Mall Gazette procured and printed a great number of letters on the subject from eminent scholars and men of science, many of whom gave their opinions as to the true remedy for the present state of things. The contention of the writer in the Quarterly was, that there could be no sound and genuine study of English literature that was not based upon a previous study of the Greek and Roman classics, and he went into an elaborate investigation of the debt which the great masters of English owed to their classical training. Conceding that the study of English literature had been disgracefully neglected at the English universities, he saw no possible remedy save that of maintaining the standard of classical culture as high as ever, and connecting the study of English as closely as possible with the time-honored study of the literature of Greece and Rome.