HE announcement that the University of California is to send its track team on an Eastern trip this season, in which meets are scheduled with Cornell, Columbia, Pennsylvania, Wisconsin, and Princeton, and possibly with Yale and Chicago, all in addition to the Intercollegiate Meet, cannot but be received with some degree of regret by those who have at heart the best interests of college sport. The energy and enterprise behind the athletic management is certainly commendable and characteristic of the flourishing institution from which it emanates but that such a trip should be taken during the college term gives good grounds for the conclusion that athletics are being given an undue prominence, and that studies are but a secondary consideration.

California's isolated position, with reference to the large universities may in a measure be allowed as an excuse for this extended trip, as otherwise her athletes would have practically no chance to compete with the foremost men in the country; but taking all things into consideration, it is our opinion that the University of California is undertaking too much for one trip, and that it would have been better to have limited the trip to participation in the Intercollegiate Meet and perhaps a single dual meet, instead of competing with from five to seven additional colleges.

THE recent discussion of the question, "Does College Education Educate in the Broadest Sense?" which has aroused the interest of all college-bred men, has been the means of calling to question many of the methods of instruction in our schools of so-called higher education. Foremost of these is the question of the attitude of instructor to pupil. When a graduate from our modern university goes out into the world he should be in a position to command the respect of his business associates. A man cannot expect others to think more of him than he thinks of himself. There is as much danger of underrating your ability as of overrating it. Consequently it is for the future welfare of the