IT was not so long ago that the student of the fine arts was regarded by the general populace in only one of two lights. Either he was the boy who always chaffed, or a gentleman of leisure and a day-flop. With the increase in the number of college students, however, this has changed. Football games with prestigious gate receipts, the advent of the newer student who is of the class that must needs hitch-hike home for his vacation if he goes at all, and the constant publicity that is being spread about the college "he-man" has all gone to make the people look to the college gradu- ate for guidance in a more friendly light.

This has not gone without affecting radical changes in the methods of teaching, however. The general trend of studies in the past few years has forsaken the higher arts and the extremely difficult may be explained by the fact that in many respects science is extremely difficult in a modern American college to seek knowledge in the manner that our illustrious predecessors were wont to seek it. They carried piles of books, and hurriedly after knowledge with the true yearning for intellectual supererogity.

The student of philosophy gets a great deal of his ideas from his contact with other people, and if these ideas alone suffice to gain him a good mark, he cares not for more books. All this is the effect of the sudden expansion of the college system. The "melting pot" influence has made its mark. But there are still in the college a certain percentage who would profit more by the old system than the new. These are the intellectual giants who are endeavoring to enlarge their scope of knowledge solely for the pleasure they derive from it; theirs is no mercurial outlook. And for these the college system will eventually provide again. Thus will the true broadening influence of higher education accomplish its end, the treatment of the individual rather than the mass.

A SCIENCE-MINDED WORLD

One of the most noticeable differences between the world of today and that of yesterday is the desire of the modern student to have the public acquainted with his work. This attitude may be explained by the fact that in many respects science has advanced beyond the application to industry of some of its late discoveries. Fundamental research lacks support by the people at large not so much from disinterest as from a failure to understand. For this reason the true broadening influence of higher education will be needed for guidance in a more friendly light.

We may look to a not far distant time when familiarity with the daily press will be so important as to be a prerequisite to graduation as we now consider the classics, language and history. This can only be done by a thorough grounding in technical subjects.

At present the public is not informed to an extent that would allow their support of the research worker in applied science by contributing constructive ideas. It is often the one who shows the specific necessity of the foundation of new processes or machines who thereby aids materially in making this world safer and more enjoyable to live in.

WITH THE AMERICAN COLLEGE EDITORS

Oedipus was a wise man indeed. He was the only man to answer the question of the Sphinx. He had read the five-foot shelf fifteen minutes a day; and oh, the number of cross word puzzles and ask-me-another's he had solved! And lucky it was that he knew the answer. For without the marvelous Sphinx would have tossed him into the yawning abyss below from which we can gain our footing only by the steady and systematic chipping away of the granite that lies above the abyss.