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The Student Record

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THE STUDENT RECORD.

VOL. V. RENO, NEVADA, MARCH 15, 1898. NO. 11.

THE Student Record

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ONE of the most remarkable aspects of the present college year is the utter lack of class spirit among our students. We might say this began toward the end of last year, from which time it has steadily increased until it now has reached a condition of which we are all heartily ashamed. What is the cause of this? Why is it that the present Sophomore and Freshmen classes have not that same spirit which characterized the preceding classes?

Where are your annual football and baseball games, your field day and class receptions? Wake up and show us that the Classes of '00 and '01 are in existence.

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AT the last regular meeting of the A. A., Track Manager Gregory was instructed to arrange a field day with the Stanford Freshmen, to come off the latter part of April. We would ask all our athletes to commence training right away. Any student of the University possessing athletic ability who refuses to do his utmost to assure us of a victory, shows himself to be entirely lacking in college spirit and does not deserve the recognition of students.

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NO man prospers in this world by luck, unless it be the luck of getting up early, working hard and maintaining honor and integrity.—*H. W. Beecher.*

THE EDUCATION OF WOMAN.

IN tracing woman's education through the past centuries, we will notice only the important changes.

If we consider that education is directed to natural personalities, we can better understand why it is that woman's education has reached its present state after centuries of progressive and retrogressive stages.

Going back to the time of the Greeks, we find that they believed that men only needed culture. They considered women mere slaves or ornaments. Xenophon, a Greek philosopher of the fourth century B. C., was the first to advocate woman's education. Plutarch, first century A. D., believed that as woman must superintend the education of her children, she must herself be educated in order to properly instruct them. He thought she should study mathematics and philosophy.

The Romans, although they had no great educators like the Greeks, restored to woman the place in the family which she had occupied during the Heroic Ages. The Romans had a high appreciation of her abilities, but relied more upon her natural qualities than upon her learning.

During the Dark Ages, all science and art was neglected for warfare, and culture lapsed into a state of barbarism. At the beginning of the revival of learning in the sixteenth century, the question of education for woman was revived and Erasmus advocated the theories of Plutarch and Xenophon. It was during this century that in Sweden and other northern countries we find the education of woman advancing step by step. It was then that boys and girls began to be educated together, although at first this was done for the sake of economy.

Passing to the seventeenth century, we find such educators as Fenelon, who, in his "Education for Girls," expressed a desire for a liberal and humane education where the light of the world penetrated, and which was not confined to the shadow of the convent. The opinion was commonly held at this time that an educated woman was vain and affected, and, therefore, that woman should be kept in ignorance of the world. Fenelon said: "The world is not a phantom, but an aggregate of all the families, and the duties of woman in it are scarcely less important than those of men."

We should be grateful to Fenelon for having resisted, in part, the prejudice of the period when a young woman was condemned by her sex to almost absolute ignorance.

Comenius desired instruction for boys and girls which would fit them for human life. He believed that they should be educated together so as to enliven, stimulate and draw each other out.

In the seventeeth century women began to take an interest in educational matters and to discuss systems of education for themselves.

Madame de Sevinge, herself a well-educated woman, thought the educational standard should correspond to the sex, age, health and general conditions surrounding the child. She believed that the reading of romances was beneficial to both boys and girls.

In 1643 a school, or more properly a convent, was founded at Port Royal, near Paris. This school required girls to spend fourteen or sixteen hours a day in dreary solitude, with nothing to break the monotony of their lives save the bell announcing a change of exercise or penance. Their hands were always to be kept busy to prevent the mind from wandering.

Leaving Port Royal and passing to St. Cyr, we perceive a ray of light. Madame de Maintenon's instruction was broad and liberal, but too brilliant for that period, as she encouraged literary exercises and dramatic representations. Her methods were so far in advance of the times that they were discussed by the great educators. Some disapproved them, thinking they would tend to produce women of intellect and not good housewives.

Passing to the eighteenth century, we find many educators advocating higher education for women. One of the most enthusiastic of these was Condorcet, a Frenchman. He believed that men and women should have a common and

equal education. Rousseau advanced similar theories in his "Emile."

None of the educators had yet conceived the idea that woman should be educated for her own happiness. They all wished to educate her in order that she might make man happy.

The progress made in woman's education during the present century has been remarkable. We find now among women, philosophers, writers, lawyers and zealous, enthusiastic teachers.

In 1888 the number of colleges empowered by law to give degrees was three hundred and eighty-nine. Of these, two hundred and thirty-seven, or nearly two-thirds, were carried on upon the co-educational basis.

As the result of the long agitation of the question of woman's education, we have three types of colleges: co-educational, the woman's college, and the annex.

Co-education is the education of young men and women in the same company and under the same conditions. They have the same instructors, class-rooms, organization and discipline. Co-education tends to promote independence of judgment, taste, common sense and self-reliance.

As examples of women's colleges, we have Vassar, Smith and Wellsley. The subjects and methods of instruction are very similar to those of men's colleges or co-educational institutions.

The annex is of such recent introduction that it is difficult to predict its future, as it has not yet passed the experimental stage.

At Harvard annex, women of all ages enter the courses and pursue the same studies as the men in Harvard college proper. The annex differs from the college in that the women are granted no degrees and the staff of teachers is made up of volunteers from the Faculty of Harvard.

Each system of education has its advantages and disadvantages, which must be carefully considered, and a wise judgment arrived at before parents send their daughters away to school. The course to pursue is a matter of individual choice.

The education of woman has advanced materially during the present century. Voss, a Swede, says: "The present system of co-education is not ideal, but the principle is, and every generation of college-bred mothers brings the ideal nearer."

NORMAL '96.

IS NOVEL READING A WASTE OF TIME?

IN speaking of novels, it will be necessary to divide them into two classes. Books which have been written by some of our best authors and are of the highest literary value may be placed in the first class. Some of these are Charles Dickens' novels, works of George Elliot, Miss Mulock's books, and the novels written by Bulwer Lytton.

The second class consists of what is generally known as "trashy novels." Under this head may be placed the works of Charles Reade, Bertha Clay, the Duchesse, and Miss Shelly.

I think it would be almost an absurdity to say that readers of this first class of novels are not profitably employed. If, in reading, the only aim were to reach the conclusion of the story, to throw the book down and forget every throught, moral and principle which the author has endeavored to convey, aside from the mere pleasure experienced while reading, it would be a waste of time.

The thoughtful reader, however, does not do this. If the style be pleasing to him, he will endeavor to copy it. If some character appeal to him as being the truest, noblest and the best, he will try to imitate it.

If we admire Dickens' style in David Copperfield and try to make ours like it, there is no doubt but what some benefit is gained. Can novel reading be said to be a waste of time when one can be influenced by grand characters? Such characters as Wallace in "Scottish

Chiefs," or Nydia, the blind girl in Lytton's "Last Days of Pompeii" instil into his being something of their purity, their truth and their nobility of character.

Hitherto I have spoken of novels of the first class; now I shall take up those of the second class, namely: "trashy novels."

Many who write these books are mere boys and girls just out of school. As a general thing their English is bad and their style worse. Nevertheless, people read these books, and becoming accustomed to the deficiencies in style and English, soon adopt them as their criterion. In time they will not be able to appreciate a book that is really good.

If a person read two or three of these trashy novels he will notice that everything is in the superlative degree. The heroine is always the "most beautiful and charming of girls," and her form is always "perfect." If, as is the case in many novels, she be a farmer's daughter, accustomed to making butter, washing clothes and running about in the hot sun without any covering for her head, she will be dercribed as having "hand and neck of dazzling whiteness."

Or there may be a passage something like this: "Her small hand, which seemed to blush at its own beauties, supported her head, embedded in the volumes of her hair like the fairest alabaster set in the deepest ebony."

Anything like this is purely imaginative. It cannot be true, and yet we find the majority of novels filled with just such passages. When books, consisting of such material as this, coupled with fould deceit, treachery, daring robberies and infamous murders, are read, they are bound to have some injurious effect on the reader. These exaggerated tones will enter into his every-day life. He will find himself making comparisons between characters in the latest novels and the people about him. It will, in fact, lower his standard of good judgments, principles and morals.

I think everyone will agree with me that it is not a waste of time to read books in the first class of which I have given examples. On the other hand, no person who has any aim to pursue in life will have much time to waste on anything so silly, so trivial and so immoral as "trashy novels." A. B. C.

IS LITERATURE ADVANCING AT THE PRESENT DAY?

BEFORE deciding the question of advancement in literature, I am going to define the word "literature."

Literature in its narrowest and strictest sense belongs to the sphere of high art and embodies thought that is power-giving or inspiring and elevating, rather than merely knowledge-giving. It is in this sense that I intend to use the word.

Thus, literature in its narrowest and strictest sense may be divided into oratory, representative discourse and poetry.

Having made this division, let us consider whether oratory is advancing. We cannot say that it is, for have we anything at the present time which excels the productions of the ancient writers and orators, Demosthenes and Cicero, or which excels the works of Macaulay, Webster or Clay? It is true that one of the above named lived in the beginning of this century, but there are many who lived in the Elizabethan age and even before that time whom I have not mentioned. It is also true that at the present day we have no orator of any note except Gladstone. Therefore we must deny that oratory has advanced and admit that it has deteriorated.

It is said that these older writers had greater opportunities for writing, as before their time no one had exhausted the subjects on which they wrote. I think this does not give sufficient reason for our having poor literature.

Under representative discourse we may include tragedies, dramas, comedies and all fiction in general. At the present day there are not many writers of this class of literature. Those who are foremost are James Barry, Rudyard Kipling and —— McClaren. Their writings

are not to be compared with the productions of the older authors. Most of them are novels and teach us but little, nor did it require mental discipline to write them. The fact that these men took the form of novels to portray their ideas is said by keen observers "to be an indication of a prevailing flabbiness of mind.

In regard to poetry, we must say at the start that in late years we have no poets who are comparable to those of the Elizabethan Age. Has anyone ever lived who wrote as Shakespeare did? Let us take as examples Ben Johnson, Pope, Addison, Dryden, Longfellow and Whittier, and we have at present no one of the same rank.

Tennyson died several years ago, and certainly he was one of the greatest—if not the greatest—poet of his time. But there are none able to take his place.

Poetry of to-day is not finished. We do not find writers giving their whole life to their work. Milton spent the greater part of his life in writing "Paradise Lost," and studied years in preparation for it.

This may be valuable in showing why poetry of to-day is so low in rank.

There are many great minds among us, and let us hope that they will develop into superior writers, for one of our greatest needs at present is good literature.

SHOULD HAWAII BE ANNEXED.

A TREATY providing for the annexation of the Hawaiian Islands is now occupying the attention of the United States Senate, as well as that of the people at large. Although the majority of the American people seem to be in favor of annexation, a little thought will bring to light several serious objections to the carrying out of the treaty.

In the first place, the provisional government now in possession of the islands, seems to have made no effort to ascertain the wishes of the Hawaiian people in regard to becoming a part of this Union. Some people have even gone so far as to charge that the present provisional government has been formed merely for the purpose of offering the republic to Uncle Sam.

All the arguments in favor of annexation are arguments of policy. The question of right does not seem to be considered at all. The promoters say: "The islands are rich. If we don't get them, Great Britain will. We need them for a coaling station," etc., never thinking that, perhaps, if the question of annexation were put before the Hawaiian people, they would declare their unwillingness to accede to the terms of the treaty, and thus we should be doing a flagrant wrong to a free people by annexing their country without their consent.

The promoters of the treaty say that the islands would be a tour of strength in case of a war wirh a foreign nation. We believe that they would prove an element of weakness rather than of strength, unless we immediately build a fleet sufficiently strong to protect them.

Another difficulty in the way of annexation is the fact that the great majority of the population are Kanakas, and a considerable number are Chinese, a class of people which we have been trying to exclude from our country by every possible means.

In case of Hawaii becoming a part of our Union, we could hardly refuse citizenship to a people born in the islands. As three-fourths of the native population of Hawaii are Kanakas, Chinese and Japanese, we can easily see the justice of this objection.

We might indeed place all the power of government in the hands of the American and English residents of the islands, but that would be contrary to the very foundation of our republic and our constitution. A parallel case occurred during Grant's presidency. The annexation of San Domingo was being urged.

While it was admitted that that island was rich, fertile and capable of supporting a great population, the difficulty of refusing citizenship to the natives, according to the constitution, created an instinctive feeling of opposition throughout the United States.

The case of Hawaii is but little different. It would be poor policy as well as a decided wrong to annex a people whose institutions are so essentially unlike the American ideal.

LAKE TAHOE BY MOONLIGHT.

NO scene is more picturesque or enchanting than a glimpse of mountain scenery by moonlight.

One bright moonlight evening last summer it was my good fortune to be at McKinney's Landing, a station on the west shore of Lake Tahoe, where I was able to see the grand mountain scenery that I had so often read about. In company with some friends, I went out on the pier to obtain a more satisfactory view of the beautiful lake and the rugged mountains with which it is completely surrounded.

To the west a large number of pine trees. To the north, east and south we could see the dim outline of the mountains; while beneath and stretched out before us in all its grandeur, was the most beautiful mountain lake to be found in the western hemisphere. The waves, which are never quite at rest in the evening, rose and fell a little as the slight wind blew over the surface of the water.

Looking at the lake, now so tranqnil, it was almost impossible to think that it could ever be rough and stormy.

Standing there in the moonlight and looking out upon the lake, we were suddenly startled by the faint sounds of music coming from far out over the water. While we were listening, there came in sight two boats loaded with young people, who were singing. These young people out on the lake in the moonlight made a picture in my memory that I will never forget. Soon they reached the shore and disembarked. In a little while all was quiet again, and while my companions and I were taking our last look at the beautiful moonlit lake, I thought of a stanza of a poem that I had read some time before—

"In the moonlight there I dreamed a dream,
Of the silver lake by night,
And my thoughts went out to our lives beyond,
In the spell of the fair moonlight.
Will sun or shadow,
Will tears or laughter
Be most in our future days?"

X. Y. Z.

CAMPUS.

A new baseball uniform is to be adopted.

The illness of his father in Ohio called the President East on the 13th.

The now famous Expedition Club went out to Huffakers on the 6th, where several remarkable scientific papers were read and scientific knowledge in general was materially added to by the many invaluable disccveries of the club.

Miss Victoria Godfroy '97 attended the social.

The U. N. Minstrels are rehearsing for their Winnemucca trip, where they expect to play during Teachers' Institute week.

A new organization has had birth in Lincoln Hall, with eleven charter members. Full particulars are unobtainable, but we are assured that its mission is the betterment of mankind mentally, morally and physically.

George Bliss '97 was on the Campus last week.

And still the dining-hall menu includes beefsteak Spanish!

Tom Pierce's many friends will regret to hear that he has left school.

The training table has started at the hall. Jagery, you are all right!

The Tenth Annual Registers have arrived and are being distributed.

J. C. Stubbs was on the Campus last week, the guest of the President.

A movement is on foot to organize a literary society. It deserves support.

Mr. James Easton of Carson City has resumed his old place at the bass drum.

Roy Robinson, ex-'99, who has been employed in California, attended the social.

John Christian Stubbs Jr. made his first appearance in the dining hall on the 4th.

Ed Stanley, ex-U. of N., won first prize in the ten-mile bicycle race at the San Leandro track. Time, 27.54.

"Everything comes to him who waits," as was shown by the eventual appearance of the long-looked for coke.

Inclement weather has rather interfered with baseball, but the team is rapidly getting into shape for April 2d.

Mines '99 have finished the contour of the Campus and are now verifying a base line preparatory to some triangulation work.

J. W. Thompson '98, while doing some fast bicycle work on Center street was thrown off and scratched up considerably on the 7th. The dog escaped.

Miss Blossom Wilsey, whose exquisite piano performance at the assembly last year will be remembered by many of the students, was on the Campus on the 5th.

The Stanford baseball nine will play with the University of Nevada at Reno in April. The Nevada institution is ambitious to take a place in the athletic world.—*Daily Californian.*

TERM STANDING AND EXAMINATIONS.

IN a school where the average number in classes is small enough to make daily recitations a possibility, the examination ceases to be the sole test of the student's work gone over. Yet, whether more stress should be laid upon the term grade than that of the examination, is a question that has been given considerable attention.

One of the greatest faults of examinations is that they cannot always be made broad enough to embrace all the work gone over. It is somewhat of a chance whether the student will do well or not. The examination may contain things that the student happens to know, and only those things; and on the other hand it might contain the very things he had neglected to study.

Another reason that examinations are not tests of the student's knowledge, is that very many students are apt to become confused in an examination, and they are likely to make mistakes that they would not make at any other time. This is very often the case in mathematical studies. Very often mistakes are made that are the result of nothing but nervousness; yet they are mistakes and must be counted as such. Nevertheless it is very discouraging to a student to think he has been marked down for some simple blunder, perhaps in addition or subtraction.

Besides, the work done in examinations is not likely to be as honest in character as the daily work in the class-room. It is rather hard for a student to escape notice for a whole term, but instances are too common of students cheating their way through an examination.

If a daily recitation is required of each student, it creates a constant stimulus to duty. The student forms more regular and better habits of study than if he were marked every day. Often, too, it is the case that students will come to class day after with unprepared lessons, depending on getting a knowledge of that day's lesson by paying attention to the recitation. He may gain a good deal by this, but he will not have nearly so correct a knowledge of the subject as if he had gone over it beforehand and thought it out for himself.

The result of constant neglect of duty is that when the time of examination arrives the student has to try to make up several months' work in a very short period of time. He goes to the examination tired, nervous and with a confused knowledge in his head of as much of the subject as he has been able to get over. Too often the result is a complete failure. The student makes a grand resolve to "study every day," but unless there is something to hold him to his resolve, he will soon fall back into his old habits, and the next examination will find him no better prepared than the former.

Of course the term grade cannot be depended upon as correctly representing the student's knowledge of the work. The student may become confused in his recitations, and he may really know the subject better than his recitations show. Many incidental causes may give a false impression of his knowledge.

Yet in the daily recitation the professor has many and good opportunities for determining the knowledge and capacity of each student, and ought to be able to form a more nearly correct judgment of the student's work than by looking over his final examination papers. The examination may show how well he has remembered and grasped the whole subject, yet his term grade represents the character of his work during several months. So it would seem that it ought to be of more weight in determining the final standing than the examination grade. R.

ATHLETIC AND SOCIETY NOTES.

Cochran, the Berkeley coach, is complaining at the lack of college spirit at Berkeley. He says the place is dead.

Hereafter no one will be allowed to use any of the athletic apparatus unless he is a member of the A. A. This rule will be strictly enforced by Captains and Managers.

The arrangements for the Stanford-Nevada game of baseball are nearly completed. Manager Everett has done conscientious work to bring about this meet, and all students should give their support to make it a success. The team will be selected in about a week and each member of the team will be expected to do hard practice until the game.

The Cadet Band is rapidly improving and we may soon hope to hear it again in General Assembly.

Many of the students who attended the Klondike social at the Congregational Church have expressed their intention "to go to Klondike."

The regular social was held Friday, March 11th. Why is it that the co-eds don't refuse to dance with those students that do not bring partners?

The A. A. held its regular meeting on the 9th and an assessment of $2 was levied for the purpose of bringing about a meet with the Stanford Freshman track team.

Miss Mae Palmer '96, who has been teaching in Mason Valley, was married March 6th.

The Seniors held a class meeting in the Mill, Thursday, March 3d, to consider matters relating to Commencement. From this time on, Senior meetings will be frequent, as there are many matters of importance to be attended to.

Miss Gertrude Bonham '97 has accepted a position in a school in the northern part of the State.

Miss Edith Hurd, Normal '96, left on March 10th to go to her school at Rebel Creek, where she has been engaged to teach for the rest of the term.

A TRIP TO THE TOP OF CASTLE PEAK.

"LET'S go to the top of Castle Peak."

The speaker was one of a group of boys, including myself, who were seated on the schoolhouse fence. We looked at him in astonishment.

"Let's go to China," some one suggested. "We can do it about as easily."

"No; I am not joking, boys," said the first speaker. "We can do it if we make the attempt."

Thus the trip was proposed, and after some discussion as to the chances of success, we agreed to try. Preparations were made at once for a two-days' trip. Each one procured a saddle horse, provided himself with bedding and food, and at seven o'clock the next morning we were on our way.

The ride through the valley was not interesting, as we had often been through it before; but we soon found ourselves among unfamiliar scenes, the beauty of which impressed us not a little as we gradually ascended the mountain along the sides of the deep canyons that became rougher and steeper as we climbed upwards. On our left was Mono Lake glistening in the sunlight like a mirror. On our right and in front the cliffs rose precipitantly hundreds of feet above our heads, and directly in front, towering above all in its grandeur and beauty rose our snow-capped peak.

We were coming to a region of snow and ice, and night being near, we thought it best to camp while we had the chance to find dry ground. We selected a spot in the center of a clump of trees and prepared for the night. Owing to our small quantity of clothing, we suffered a little from the cold, but passed the night about as well as could be expected under the circumstances.

The next morning we started early in order to take advantage of the frozen snow. We were obliged to leave our horses, as the way was becoming too steep and rough for them to travel. Great boulders as large as houses were piled upon one another. We were compelled to pick our way cautiously. The loose rocks would slip under our feet, making it dangerous for those behind us. When a stone was loosened it would roll down the mountain for hundreds of feet, bounding high in the air and striking again and again with increasing force.

We soon reached the top. The magnificent view of the surrounding country amply repaid us for the labors of our ascent. We could see twenty-eight lakes, many of which were miles apart, but were brilliant as crystals in their green setting of foliage. In every direction range upon range of mountains lay beneath us, spread out as if upon a gigantic relief map.

After resting and enjoying the glorious scene for three hours, we commenced to descend this enormous mountain, nearly 13,800 feet above the sea. Our descent was comparatively easy, and in about an hour we reached the place where we had left our horses. We started homeward, and late that night we arrived, very weary, but glad we had made the trip.

B. OO.

EXCHANGE.

The University of Berlin has now about 8,000 students.—*Ex.*

"The Parting" in the *University Chronicle* contains a touch of true romance.

"Danish Student Life" in the *Occident* is a humorous sketch well worth reading.

During the last six years sixty-five men have worked their way through Yale.—*Ex.*

The greatest thing in man is his soul, and the greatest thing in a school is its spirit.—*Ex.*

The University of West Virginia has adopted the continuous session system, like Chicago.—*Ex.*

The *Rocky Mountain Collegian* and the *Aerolith* for February are both worthy of especial mention.

The catalogue of the University of Pennsylvania shows a total enrollment of 2,986 students.—*Ex.*

The co-eds of the University of Arizona, emulating their Chicago sisters, have formed a military battalion.—*Ex.*

The University of New York offers a prize to the man showing the greatest physical development in the course of the year's work.—*Ex.*

Daily newspapers are now published by students in ten colleges and universities of the United States—Yale, Harvard, Cornell, Princeton, Brown, Leland Stanford, Tulane, University of Pennsylvania, University of Michigan and University of California.—*Ex.*

One-third of the students in German universities die from overwork, another third destroy themselves by dissipation, while the rest govern Europe.—*Ex.*

The Pennsylvania University Athletic Association has cleared enough this year to pay last year's debt of $11,000 and leave a surplus of $20,000.—*Ex.*

A college paper is a publication to the contents of which one per cent. of the school contribute, and with which the remaining ninety-nine find fault.—*Ex.*

The comments of the exchange editor of the *Austin College Reveille* for February are, as usual, exceedingly interesting and deserving of favorable mention.

The first building of the American University, the college of history, has just been completed for use at Washington, D. C. This university is planned to be the greatest in the country.—*Ex.*

The conscientious Freshmen work,
To get their lessons tough;
The Juniors flunk, the Sophomores shirk,
But the Seniors—Oh, they bluff. —*Ex.*

Oberlin College has severed her athletic connection with the University of Michigan and decided that she will engage in no athletic contest with that institution for a period of three years. The reason assigned is the alleged brutality of the Michigan players in a recent football game between the two institutions.—*Ex.*

"Evolution," quoth the monkey,
"Makes all mankind our kin;
There's no chance at all about it,
Tails we lose, and heads they win."
—*Truth.*

In France, a man who is neither a Bachelor of Arts nor of Science, cannot enter either a professional or a military school, nor can he be a candidate for any government post. Business is the only opening left to him.—*Ex.*

I struck her coasting down a hill,
My wheel the maid did toss—
She was the very sweetest girl
I ever ran across. —*Ex.*

An "Anti-Kuss Club" has been organized in the Freshman Class of Amherst College. When two students overhear a third using profanity, they make an indictment against the offender and he is tried and fined.

With the Preps he was always a Nero,
With the girls a regular hero.
When he came to exam,
He was as meek as a lamb,
And humbly went home with a O. —*Ex.*

The college paper of Heidelburg University asks to have senior orations at commencement abolished, speaking about them in these complimentary terms: "It is about time that along with progress in other lines, the antiquated custom of compelling a whole class of graduates to get up in turn to bore and torture sensible people with a lot of visionary theories be abolished."—*Ex.*

He took her for an ice cream treat,
His pretty, blue-eyed Sal,
But fainted when he read the sign,
"Cream, ninety cents a gal." —*Ex.*

Two hundred and ninety courses are offered at Harvrad. President Eliot has calculated that it would take 44 years to complete the whole number.—*Ex.*

Yale has decided to grant the degree of Master of Science. This is especially for post-graduate students who do not wish to specialize.—*Ex.*