

THE LOCAL AT WORK AMONG OUR EXCHANGES.

Why is a Freshman like a telescope? Because he is easily drawn out, easily seen through, and easily shut up.—*Ex.*

SCENE.—Barber Shop. *Student*: "What did you take off my 'Goatee' for?" *Barber*: Excuse me, Sir, I really didn't notice it." The young man now shaves himself.

The laziest student now at Lawrence is the Freshie who sat at the foot of the college stairs a full half day waiting for the world to turn over, so that he could get in to the chapel without climbing.—*Ex.*

A "scrimmage" occurred lately between a Junior and a Sophomore. The Junior representing science and experience, the Soph. muscle and determination. Consequently, the issue was a tie. We learn that the affair will be settled by arbitration.—*Bates Student.*

"Stepping Heavenward" is the title of a Sunday School book received a few Sab. baths ago by one of the lady organists of the Presbyterian Sunday School, who exclaimed, "I have been stepping in that direction for the past twenty nine years, I prefer reading Hoyle on Euchre."—*University Review.*

"My real number is six, but my hand will bear squeezing," is what she said to the young man at the glove counter." And the great, thick-headed lunatic got her a pair of five and-a-half gloves without finding out how much squeezing her hand would bear. We would have worked at the job an hour that she might have an exact fit.—*Ex.*

A chemical Junior observes that the verse, "Ho, every one that thirsteth," etc., might have answered very well for the ignorant people of Isaiah's time, but that it won't go down in the present enlightened generation; and suggests that in the next edition of the Bible, the verse be altered so as to read "H 2 O, every one that thirsteth."—*Anherst Student.*

"It's Frinch I am," said Mrs. Murphy, when arraigned before a police court and questioned as to her civility and good character. "It's Frinch I am intirely and ye might a knowed it by the accint. Faith, an I board up town with an illigant Garman family." "Their name?" interrogated his honor. "O'Flannigan, your riverence, an a dacenter family never came from the old country." "Thirty days" remarked his honor cruelly.—*Institute.*

Prof. S. of Dickson College, one morning found a horse in the recitation room. The class had collected, and with solemn countenances awaited the professor. He came in, looked around deliberately first upon the horse, and then upon the class, and remarked, at the same time twitching his shirt collar, "Ahem, ye've got a new classmate, I see. I'm glad it's a horse; there were jackasses enough before."—*Evening Review.*

The rivalry between the two societies seems to be reviving. A few days since, a member of one of the Societies had a new student in charge, with an eye, of course, to business. As they passed down one of the halls they were met by a member of the other society, who beckoning to the new student, said, "come here, I want to speak to you a minute." But his opponent was too sharp, for, turning around to his charge, he said, "Don't notice that fellow, he hasn't good sense."—*Delaware College Advance.*

A few summers since an eminent New York lawyer, at the urgent request of one of his younger daughters, sent up a donkey for her use to his country place in Vermont. She had read about donkeys, but was not familiar with their peculiar vocalism. The animal's strange noises inspired her with the profoundest pity for his evident distress. So she wrote to her father, "Dear Papa, I do wish you would come up here soon, my donkey is so lonesome."—*Mills Quarterly.*

The Rev. Sidney Smith has the following interesting paragraph on kissing: "We are in favor," says he, "of a certain amount of shyness when a kiss is proposed, but it should not be too long; and when the fair one gives it let it be administered with warmth and energy; let there be soul in it. If she closes her eyes and sighs immediately after it, the effect is greater. She should be careful not to slobber a kiss, but give it as a humming bird runs his bill into a honeysuckle—deep, but delicate. There is much virtue in a kiss when well delivered. We have the memory of one we received in our youth, which lasted us forty years, and we believe it will be one of the last things we shall think of when we die."

▲We have a dread of printer's errors. They make one say at times such strange and ludicrous things. Correcting the proof, the other day, of the article entitled, "A Much Discussed Subject," in the present issue of our Magazine, we were shocked on reading in the opening sentence the following: "The outh who has a rising in his bosom, etc.," which is as much as to say: "The youth who has a tumor on his breast." On turning to the MS., we found that the author had written: "The youth who feels arising in his breast that noble pride etc." We were in mortal fear of that printer, and so we changed the word *arising* to *swelling*. We were pleased to find that he has not set up the latter word as *swelling*.—*Alabama University Monthly.*

There are persons in Illinois who have not proper reverence for places of public worship. One of this class having had the misfortune to be detained in Chicago over Su. day, slowly sauntered down Wabash avenue in the morning, about the hour of morning service. Arriving at the Church, and stopping a moment, the organist commenced playing one of those lively compositions with which the "performance" of religious service is generally commenced. Just then a gentleman passing into the church invited him to enter and take a seat. "Not exactly, mister," replied our friend; "I ain't used to such doings on Sunday; and besides I don't dance."—*Albion Quarterly.*

One rainy night, not long since, a "prep," going down to the depot in a hurry fell over a baggage truck. He is positive as to the following facts: "That when he rose, the thing rose after him; that it struck him under the chin; that he ran around the platform and that it ran after him; that it overtook him, struck him on the jaw, on the elbow and on the knee; that it finally tripped him and he fell over it, in it and under it; that he sprang into a baggage car, it met him, and nearly demolished a rib; after which he became oblivious to everything around him."

These are his own statements. It is believed, however, that the truth of the matter, if known, would differ somewhat from the above. Although it is a known fact, that a man never gets done falling over a truck or wheel-barrow.—*Central Collegian.*

ECHOES FROM NORMAL HALL.

FROM OUR REGULAR CORRESPONDENT.

The school is not quite so full as it was last term, nothing unusual however for the spring term. Some of the desks look rather deserted.

Several of our students thought they would test their powers for teaching "the young idea how to shoot;" but were disappointed, and returned with the news "that teachers were as thick as grasshoppers and about as cheap." County Superintendents must be doing quite a business now-a-days.

We were glad to welcome back several of our old students who have not been with us before this year.

Mr. Amos E. Gantt, of Neb. City, and formerly local editor of the STUDENT, gave us a visit of several days last week. We understand that he was here upon very important business—quite likely. It is our quiet opinion, however, that there is some attraction for him down this way, and that its center—sorry to say that we are not very well acquainted up there—but believe that is a certain room in the south end of the dormitory, third floor. At all events he cut short a little game that has been going on for several weeks—only a temporary suspension, however, for it was probably resumed as soon as the boys were sure that the Tuesday morning train was out of sight.

When a certain "third-year" Normal graduates and assumes the title of Prof., if some children don't get some bright ideas developed in their brains it will not be his fault. The following is a specimen.

SKETCH.

Point—To develop the idea that the elephant has a long, tapering, flexible trunk.

Tr.—pointing to the trunk of the elephant—What part of the elephant is this?

Sch.—It is the handle.

Tr.—What can you say of its length?

Sch.—It is long.

Class.—The elephant has a long handle.

Tr.—Suppose you should take hold of my hand what would it do?

Sch.—It would shake.

Tr.—What would happen if you should take hold of the elephant's hand(le)?

Sch.—It would shake too.

Class.—The elephant can shake its hand(le).

Tr.—Suppose I turn up the elephant's handle in this position—what is its shape now?

Sch.—Turnup shape.

Class.—The elephant's handle is shaped like a turnip.

Tr.—Suppose you twist the root of a turnip what will it do?

Sch.—Bend.

Tr.—Can you twist an elephant's handle?

Sch.—Yes.

Tr.—What will it do?

Sch.—It will bend.

Class.—The elephant can bend his handle.

Tr.—Anything that will bend we call flexible. What can you say of the root of a turnip?

Sch.—It is flexib'le.

Tr.—What can you say of the elephant's handle?

Sch.—It is flexible.

Class.—The elephant has a flexible handle.

Tr.—Look into the end of its handle and tell what you see.

Sch.—I see a hole.

Tr.—What is the part of a tree in which you find a hole called?

Sch.—The trunk.

Tr.—Then what will we call the elephant's handle?

Sch.—The elephant's trunk.

Tr.—Now look at the elephant's trunk and then look at my nose and what can you say of their length.

Sch.—Just the same.

Tr.—Well, look at the trunk and compare it with this pointer and what can you say of its length now.

Sch.—It is longer.

Tr.—Then what can you say of the length of the trunk?

Sch.—It is long.

Class.—The elephant has a long trunk.

Class.—The elephant has a long, flexible trunk.

Tr.—Now look again at the trunk and tell me what you can say of the size of the trunk at the two ends.

Sch.—One end is larger than the other.

Tr.—presenting picture of tapir—What animal is this?

Sch.—Tapir.

Tr.—Now compare the shape of the tapir's head with that of the elephant's trunk. What can you say of them?

Sch.—They are just alike.

Tr.—Then what can you say of the elephant's trunk?

Sch.—It is like a tapir.

Tr.—It is tapering.

Class.—The elephant has a tapering trunk.

Class.—The elephant has a long, tapering flexible trunk.

There are occasionally some quite novel ideas developed in the Method Class. One of our "fourth year" students, a very earnest, sincere sort of a fellow, had been expatiating upon the habits of the tiger, when the teacher called upon him to explain how the structure of the tiger was adapted to its habits. He had completed the list all but one. This last one was to show how the tiger's structure was adapted to its habit of purring like a cat. He seemed rather timid in expressing his opinion upon this point, probably for fear lest some one might think that his idea was not original. All such fears were dispelled, we presume, shortly after he had expressed himself as follows: "I don't hardly know what peculiarity in the animal's structure adapted him to this habit, unless it is the pads upon his feet."

Scene—southeast corner of Normal Hall. Persons—"Fourth Year," occupying his accustomed seat in the fourth year row, deeply engaged in the study of Ethics or Moral Philosophy, and especially that part which treats of morally right and morally wrong affections; "Second Year," standing near the window, revolving something in his mind. (No attend. ants.)

Second Year after completing his *recitations* approaches Fourth Year and addresses him in the following manner:

"I have a point to look up about the baboon but thus far I have been unable to find anything on the subject. I thought that perhaps you might give me some information. Query—If a baboon does not hang to the limb of a tree by its teeth how does it hang?"

Fourth Year, just returned from deep research in the field of Ethics, exclaims "Why I always thought it hung by its tail!

Subdued laughter and the scene closes.