

the property of the students. It purposes to be the exponent of your ideas, the firm advocate of your principles and the faithful defender of your rights and privileges. But the STUDENT cannot live without your support. The only way the paper can be made a success is through the cooperative aid of all the students new and old. Do not depend entirely upon the editors, but come forward and put your shoulder to the wheel.

WHILE visiting some of the rural districts during the summer we took occasion to converse with some of the farmers in regard to sending their sons and daughters to college. We did not receive, however, very favorable replies. Almost the universal answer was "Costs too much;" "'Twon't pay." With some this may be true, but many, it is feared, too greatly underestimate the worth of a few years schooling. Only those who have experienced the pleasures of an education are fitted to judge of its value, while the majority of our farmers are comparatively illiterate men. It may indeed be impossible for the young men and women to leave the farm for a continuous six years course, but let them come if only for one winter. They will be benefitted thereby and go home in the spring to work with better zeal. "Mother Earth" promises bountiful harvests this year, and after the young folks have worked hard gathering them in and attending to the other duties of the farm let them have their reward by spending the winter at school. Some fathers say that it will only make them dissatisfied with their farm life, that they will be disconted to go back to work, and moreover the long period of inactivity will render them physically unfit for the work to which they have been accustomed. With some this may be the case; but we have it from those who have had experience that they can go right from school and pitch into as hard work as any of the farm hands. They will work with a better spirit if they think they will be repaid by the winters schooling. As to the worth of an education, it is not to be estimated in money. While it does not give a man qualities that he did not possess before, it arouses and develops those which without an education might forever lie dormant. Every man is possessed of certain qualities, to develop which to the utmost of his ability, is a duty he owes to himself and to his fellow men. According as a man makes use of his talents to promote the interests of mankind will he be held accountable to his Creator. Although a few men rise to eminence with but little education, yet for the majority the best road to success is through the halls of the college. The educated man lives in a different world from the illiterate. There is positive enjoyment in the conscious possession of knowledge. It lifts man from the selfish pursuit of his temporal

advancement and leads him to consider interests other than his own. It brings him to the consciousness that man is something more than an animal whose only aim is the gratification of his appetites.

No, the value of an education is not to be estimated in dollars and cents. Its real worth can only be appreciated by those who have experienced it. Accept their testimony and send the boys to school; let them taste a little of city life, and then when they come to visit their city cousins there will be no necessity of introducing them as "our country cousins," by way of apology. As for the girls, their profit will be as great as that of the boys. They will make just as good butter and cheese and take hold of their other work with more interest.

The Student's Scrap-book.

CLOUD-LAND.

See you yon cloud?
I've watched it half this summer afternoon
Fold and unfold
White drifting eastward, but too soon.
Its creamy mass
Is moved and moulded by the wind's embrace,
And the hot sun
Has kissed to blushes its inconstant face.
A mystic vale
O'ershadowed by snow mountains comes 'o view,
From which a road
Skirts 'round the cloud isle of this ocean blue.
That path may lead
To hidden slopes whereon a god-queen lies,
Whose laughing girls
Their white limbs bathe in cloud mists of the skies.
Oh, might I be
A shy companion of their sports and mirth,
To dash from mind
All heart pains and dull cares of this earth!

—GARNET.

CLASSICAL OR NON-CLASSICAL.

Translation from any foreign tongue into our own is important and useful for the discipline it gives the mind; and no languages, as is generally admitted, task the mind so severely in this respect as Latin and Greek.

The study of these languages is also important for the ease and accuracy which is acquired in the expression of our own tongue. A very large per cent of the English comes directly or indirectly from the Latin and Greek and the most perfect knowledge of it and the greatest facility in its expression manifestly cannot be attained without a knowledge of these original tongues. But were none of our words derived from these languages the translation of the thoughts of those ancients into our language would be one of the very best exercises for the mind and would certainly increase one's knowledge of English.

Again, the study of the classics brings one in contact with the masterpieces of antiquity, some of the grandest specimens of fine writing the world has ever seen. Many of their beauties, among others the construction of sentences and differences of idiom, cannot be seen in mere translations.

Let us consider German and French vs. Greek and Lat-