

When I was a boy and heard tales of fairies, I envied them their lot and wished that I might be among them and be happy. Little thought I that still more divine and delightful beings existed upon this mundane sphere, to mingle among whom would be both possible and heavenly. It was my visit to the U. of N. that apprised me of that fact and I now enjoy those raptures which I so often longed for in my youth but had never hoped to enjoy. It is true that to attempt to describe the representatives of the fair sex who are crowded in our University halls would be as an attempt to gild a sparkling diamond, yet I cannot restrain from saying that if there ever existed any beings ravishingly delightful, divinely beautiful, those beings are excelled by U. of N. girls.—Geo. M. S.

## EXCHANGE.

A new Exchange, the *Butler Collegian*, is on our table. The locals are constantly reiterating 'confidentially approximate.' Wonder if it refers to prof, tutor or soph.

The *College Current* speaks of two interesting events at the university:—advent of the mumps and an old fashioned "spellin' bee." The first has honored us, and we are in hopes of being able to announce soon, "Spellin' Bee: Seniors vs. Second Preps."

*Crescent*, you would verify your name better if you put more preparation and hard work into your productions, instead of trusting entirely to ready wit. Off-hand writing is an art acquired only after years of labor. A high school journal should not attempt it.

We notice quite a flow of genius in the last number of the *Campus*. One of the students has written an epic of four cantos after the manner of Dante, upon which we congratulate the *Campus*. We shall no longer have need to delve into the Italian intricacies when we have such a wonder in our own language.

The *Ariel* and *Dartmouth* are always welcome to our table. Though the last issue of the latter was too local to be of interest to us, the former makes up this deficiency by an especially complete number. Among the best is an article on "Gladstone and Tennyson." In spite of the difficulties of the antithetic style, the writer has handled the subject well; the thoughts are good, and the whole forms a very readable article.

We find an apparently sky-scraping article on the "Desire for Power" in the *Muhlenburg Monthly*. From the title and a few of the high sounding words a 10-year old child might think it wonderful. But upon closer inspection into such expressions as "wealth, the mental rudder of man," and the far fetched comparisons between a college student and an infant, our awe would speedily subside and we could but think that he, comparing very favorably with the said infant, needs 'power' to write something besides fustian or keep his pen on the stand.

When will our college papers learn that they are not published to fill up so many columns and pages, but to instruct and interest their readers? A paper is not so large, nor is an ordinary student's mental capacity so small that he is obliged to go hunting all over the world for old love ditties, adventures of circus men, or s. s. stories in order to fill its columns. What we want is matter belonging to the 19th century and of interest to students. Some in order to avoid this extreme go to the other and fill every column with locals or jokes, interesting only at that time and place. Why can we not find the golden mean and not send out such weak representatives of our colleges?

What is the matter with the poetical genius of the *Varsity*? Has his best girl gone back on him? Has he received duns from his washerwoman? Or did he flunk in the last exam, that he should warble forth such plaintive melodies? They have such a woe begone, heart smashing, tear drenching passion that we feel bound to offer condolence of some kind. What shall it be, a lump of taffy or a new tie? Fearing the change would be too sudden for his health we offer more moderate soothing syrup:

— "Cease repining;  
Behind the clouds is the sun still shining,  
Thy fate is the common fate of all."

The engrossing topic now is "examinations." Our exchanges are eloquently expatiating on the evils of the system in such a manner as to threaten the safety of this dragon. O, that it were forever banished from poor, suffering humanity!

Our educational system has been in process of evolution for centuries. Gradually it has been pruned and changed until now it has become the most practical system for development ever attained. However, there are some relics of the past generation, which in future ages will be entirely abolished and forgotten. One of these is the examination system. This is an unmitigated evil, retained from a narrow sense of conservatism throughout the majority of colleges.

Its evil results are widespread. It robs time from both professor and student. If we could compute the time wasted in cramming, examining papers, grading etc., we should be shocked at its enormity. It is urged that a faithful student has no need of cramming. We have often heard of such but fail to see them. Look at the goody-goody boy who says "I do not dread the exam." See if he don't look deceitful! Then look at him again about 2 o'clock in the morning and if you don't find him with his head bound up in cold water, studying at the rate of 100 pages an hour you may know that he has his cuffs all fixed or a few well covered cards in his pocket. How many students are there who can with six or seven studies, themes, society work, etc., be prepared to pass an exam on three months work without any reviewing? The old custom was that final reviews should precede the examinations. When we have eschewed the one, why not banish the other? The time spent in cramming is lost. It is not like a systematic review, which fixes in mind more clearly the important points, omitting the less prominent ones. In order to review a term's work in a day or two a very superficial glance is all that can be given to any of the subjects. So all alike is recalled for the next day, but immediately afterwards forgotten. Of what profit is this? Only the consolation he can obtain from the highest marks. How few really consider for what we are striving in this mad race for 98 and 99! How much worry is spent on the thought of some one else receiving a higher mark, and if it were really known there is an immense amount of childish feeling over being excelled. Hence the no less conscientious students in order to attain success have no scruples about ponies, etc. Should this go on? What is the system compared to the temptation? If the university does not exert an entirely moral influence it does not come up to the required standard.

Examinations originated in order to test and grade the pupil. A true test they are not. Why should they longer exist? From a thorough system of review they have degenerated into a system of cram which is most injurious to the mind, inducing superficial knowledge and forcing so much at once upon the mind that it is not trained but stupefied. Cannot some other system be substituted?

Many students anticipating the examinations, pay little at-