

assessments, so it is with college journalism. The owners of an auriferous sand-bank which depends for its sluicing supply on a half-inch pipe, leaky at the joints, are in a much better position than many a college editor.

The primary condition of success, then, is a genuine interest which so pervades the undergraduates that the editors have before them a fair range of choice before going to press. Obviously the total number of students is a grave factor but, speaking in general terms, a university where five hundred men (*a fortiori* five hundred men and women) are congregated should be able to support at least one good paper. A widespread apathy on the subject besides being bad in itself is a symptom of something still worse. It means that within the whole university precincts there are no original wit, humour and ideas which, having struggled into literary form, demand a chance to display themselves. It means that the students have no spontaneous zeal for intellectual things, and are either listless or else are content to plod away mechanically on the treadmill of the prescribed curriculum. Otherwise the by-products of college work must be numerous. Individuals may be dull, but it is inconceivable that among five hundred or one thousand students there should not be many who are capable of turning to account either their own cleverness, or else the fruits of their reading, observation and reflection.

Of all the motives which prompt a college man to write for the college paper the best and most admirable—it seems to me—is the pure “fun of it.” One need not be a Barham, a Calverley, a J. K. Stephen, or a Saxe. A much less degree of talent than these men possessed may well lead the student to attempt the composition of light verse. Nor need one wait till he is a Louis Stevenson or a Kipling before he tries his hand at the cheerful essay or the short story. Even if he does not realize his hopes, or even his expectations, he can solace himself with the thought that

“No endeavour is in vain,
The reward is in the doing,
And the rapture of pursuing
Is the prize the vanquished gain.”

But where the incentive which has just been mentioned is lacking, another legitimate one may come into play, namely, the love of distinction. Few youths who enter college would by preference see their names figure at the tail of the examination list. Both for the sake of their friends and of themselves they would choose to do something which the common voice calls creditable. No class graduates without numbering in its ranks those who have “scorned delights and lived laborious days” for the sake of securing the medals, prizes and other “blue ribbons” of the course. Outside the class lists, too, several fields of distinction are open to the ambitious undergraduate, among them athletic sports, the literary society and, shall we not add, the college paper. Skill in games, effectiveness in debate, and ability to write well should all win for a student the attention, if not the respect, of his fellows.