

deadly hatred, is something we cannot understand. Between teachers and students there should exist nothing but kindness and sympathy. The teacher having at heart the welfare of his students will sympathize with them in their honest efforts to succeed, and will be ever ready to sacrifice his own time and interests, to assist them in all their difficulties. Are these acts of devotion and self-sacrifice always appreciated by us? Or are we not rather inclined to be ungrateful and do we not value too lightly the advantages placed within our reach? The thoughtful, honest-minded student must answer yes, and must moreover add, that too often we are disposed to criticize the faults (if such there be) of our professor, rather than admire and esteem their abilities. Of a different nature are the contentions, which occasionally arise between students themselves, and of a different nature is the remedy. Societies, literary, scientific and athletic, are organized, or, at least should be organized in every institution of learning, for, apart from the opportunities they offer to their members of improvements in mind and body, there is a secondary end they serve, and one which we cannot afford to lose sight of, viz., the uniting of students of different talents, different inclinations, different habits in a common participation of the fruit of each other's industry and labor. Thus, by giving and receiving we grow to admire. The dull, careless and indolent we pity; the clever, diligent and active we extol. In debating societies, where topics of the most vital importance are discussed with calmness and judgment, a broader field is laid open to the eyes of the student, and he sees, beyond the narrow limits encompassed by his deep-rooted prejudices, something really worthy of his consideration. Those very questions, the private discussion of which might perhaps give rise to disagreement and dissension, can with safety furnish

subjects for public debate, for it is by treating of such questions with coolness and candour that we learn to respect the rights and feelings of those whose opinions may not happen to coincide with our own. The right of each individual member to give expression to his sentiments on proper occasions and the duty, or at least the courtesy, on the part of the others to respect those opinions, if they will not believe, afford a means of uniting students by bonds of social intercourse which cannot be had in any other way.

What has been said in favor of debating societies, can with equal truth be said of all other societies having for object the strengthening of those ties which unite student to student. What our athletic society has done towards infusing a spirit of "pluck, energy, unselfishness and manly independence" in its members, can be read in the history of our football teams for the past six years. What it has done towards preserving union and good-fellowship among the students, though composed of four distinct nationalities, can be seen in the general harmony which has ever prevailed.

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### BOOKS AND MAGAZINES.

NORTH-AMERICAN REVIEW.—An excellent number of this magazine comes to hand for March. The universally acknowledged merit of the *North-American Review* precludes a word of praise from us. A leading feature of this issue is a number of articles on military affairs. "Further Recollections of Gettysburgh" are contributed by four prominent Generals, active participants in the great battle. In view of the recent death of King Kalakua, a timely topic, is the discussion of the future of the Sandwich Islands. The writer, Claus Spreckles, thoroughly acquainted with the politics and commerce of Hawaii, believes that union with the American Republic will inevitably follow. Two unpublished letters of the late Gen. Sherman are brought out. One of these is a vindication of