

as Being casts its shadow and looked into the abyss and cried: 'Father where art thou'; but I heard only the eternal storm which no one guides; and the gleaming rainbow from the West, without a Sun that made it, stood over the abyss and trickled down. And when I looked up towards the immeasurable world for the divine eye it glared down on me with an empty, black, bottomless eye-socket."

And so they turned to their own souls. What of God inherent there they saw and even with that imperfect light they conquered the sting of the vengeful Erinnyes and smiled at the whips of the snake-haired Furies.

We thank Prof. Jones for the pleasure of the feast. The impression will linger with us long after memory loses even the salient points contained therein.

We humbly deprecate the wrath of the little fellows who had barked before us, and oh so differently. Please don't scorch us with any withering sarcasm—we really are unable to bear it. This we say in all soberness—if this article should meet the eyes of that erudite reporter of the *News* let him take this advice. Let him learn in the first place that there is a species of man which we term 'gentleman.' For his encouragement we tell him that men have commenced a new study even late in life, and have succeeded admirably—let him not despair, he may master the alphabet yet. Secondly, let him when he listens to another production so far above his capacity of appreciation, for policy's sake, at least take a middle flight and not brush the soot from all the old pots in creation, and expose himself to the contempt of all sensible persons as an unmitigated ninny. Thirdly, if he finds himself unable for the aforesaid, let him go back home to his *ma*.

#### THE INTER-COLLEGIATE PETITION FROM THE DIFFERENT COLLEGES.

A petition from the different Colleges is soon to be presented to our Legislature, asking that College graduates receive Grade A license by passing satisfactory examinations on the *professional* subjects only. We think the request just, and plausible. We have felt the unjustness of the present law and trust now that some remedial measure will be enacted. We cannot see why there should be any

hesitancy on the part of our Legislature to pass such an Act.

Are the arguments in favor of them making such a concession, or rather enacting what we consider equitable, so *futile* that they deserve nothing more than to be passed over in silence?

The demand seems to be a very *reasonable* one.

It may be asked at the outset why do College graduates wish to be exempted from passing the examination that is demanded of those who have not received a Collegiate training?

Is it because they are afraid they cannot stand the test? If, so, then you say they had better *prepare* themselves before they assume the position of Teacher. But wait a moment, you have drawn your conclusion too hastily. We are not going to say they are not prepared to *teach*, though they might fail to pass a satisfactory examination.

We will not admit that examinations are as a rule a correct criterion by which we can judge of the *mental culture* of the candidate or of his capabilities for teaching. Examinations no doubt are necessary;—they may serve as partial guides to the intellectual attainment of the student and prevent quacks in some measure from imposing on the public.

A young man may have taken a thorough course of four or five year's study at a literary institution, he may have received true intellectual *discipline*, may have trained his mind to *think* and investigate; and yet that young man may not be able to give correct dates to a few events in history, or to name the counties bordering on a certain river; as a consequence he receives not the grade applied for and is thereby debarred from occupying that position for which he is fully qualified. Another young man who has received no such training, nor derived the superior advantages of a College, but who has restricted himself to a certain routine of studies, and given his whole attention to the branches prescribed without deriving any true *mental culture*, passes successfully the examination required. Now which of the two is the better prepared to *teach*, the one who has learned to think for himself and deduce general laws and principles from isolated facts, or the one who has *crammed* his mind, who knows nothing of independent thought, and whose chief aim has been simply to post himself up on those studies upon which he would be examined?

Is this *latter* the one who is to educate the youth? What means the word *education*? It is not merely filling the mind with knowledge, but rather a developing or *leading out of the mind*. The method of teaching at present day is rather that of *facts* than *causes* and *results*,—a defect we fear which needs to be remedied. If

many of our teachers who now content themselves with a common school training, would take a course of five or six years at some of our higher institutions, the status of our schools, we feel assured, would soon become greatly elevated. But it is said that there are teachers holding licenses of Grade B and A who are more thorough in the English branches than some who come from our Colleges and hence are more competent to teach those subjects. This in some cases may be true. Individual instances no doubt there are, exemplifications of a superficial education. *Laggards* and *drones* there will be in every department of life. But this fact by no means disproves our previous statements. While these may be exceptional cases, as a rule we hold that graduates are far better qualified to instruct than those who have never received the advantages of a higher education.

#### Items.

PUZZLED SOPH. — "Ah! Professor, there's where old Olney has me." Prof. "Yes, and, evidently, where you don't have him."

OUR classical Prof. thinks that those Freshmen who sit next the windows have an undue advantage, as they can always get more light on the text.

SLIPKUM, who fears that the experiments with the hydrogen harmonicon are encroaching on the hash-hour says mournfully:

"Alas! I feel an aching void  
Which hydrogen can never fill."

THERE is a wild cattergrub roaming at large in the West end, and whenever the Divinity Sophomore retires he primes his Smith and Wesson, No. 2, and places his prayer-book open, under his pillow.

He sat at morning prayers, on the first seat but two, and when they rose up to sing, there was left an aisle clear ahead of him, while the leader braced his feet and held on the corner of the desk.

CHEMICAL Student, reciting—"We see then that heat has a tendency to expand all bodies." And the diminutive Fresh. who sits next to the stove, chuckles, and applies himself vigorously to the coal-scuttle.

A TRAGICAL junior complains that although the males of the Institution can gain admittance to the young ladies' dept., but for one short hour in a week, the mail from abroad goes in as regularly as the sun rises, and remains, sometimes, half the day.