

etc., but they think this has been amply repaid in the College advertising done by the Club in the recent tour. The present schedule provides for almost every hour of the day, and it is felt, by them, that any additional duty would be a burden. We think, that if the authorities would, in some way, recognize the service done by the singers—and employ a thoroughly competent instructor—the College Choir would be a success.

* * *

WE are sorry indeed, to see the lack of interest shown by the authorities in the athletic sports of our college. Since we have no gymnasium, one would think that much attention would be paid our field work, but not so. The ball grounds, which should have been scraped and leveled during the Spring vacation, are in the same condition as winter left them. The only tennis court, possessed by the association, has been made unfit for playing by the passage of teams over it, and, as yet, no allowance has been made for new ones.

With this kind of help towards physical culture, what can we expect for the posterity of State College? The paramount feature in our courses has always been practical work combined with mental training. But of what service can pruning grape-vines, sawing-boards and forging iron be, if no attention is paid to the development of the other muscles of the body. Beauty and grace are acquired by a proportionate increase of all, and not by an abnormal growth of a few of the muscles. How can this equalization be procured? Surely not by the use of the knife, the saw, or the hammer alone, but by the combination

with these of the almost invaluable effects of athletic sports.

* * *

A MODERN and practical system of instruction is gradually dawning upon State College. Old ideas have been ousted, and new appliances added, until we, as students, feel able to compete with any college of our size in America. Yet, among us, there are serious complaints, principally, this one, viz: that professors do not pay attention to classes in practicums as they should. How can a student do his study justice, and how can a professor grade a student conscientiously, when the latter only receives probably one-fifth the attention due him? Most of our practicums are simply mechanical efforts, exercised with no thought whatever; hurry and push to the end, and then only leaving a very vague impression behind.

Then there is the relation of the professor to the student in his practical work. Some will confuse the student with great flowing sentences of knowledge, while others, in an easy, conversational, yet, instructive tone, will lastingly impress his hearers with the truth, and still retain the peculiar dignity that a professor should have. Look at our Chemistry Department. It is true, that it is over-crowded and conveniences limited, yet this does not hinder one class from receiving as much attention as any other. The Sophomores are elated, and well they may be, for their Professor in Chemistry is considered by all an exceptionally good one. But why cannot the schedule be so arranged, or the time of the Professor so divided, that one class shall receive as much attention as the other? We only take this department for