UR second term’s greeting is, did you pass the semi-annuals? Yes? Accept our congratulations, then, — or, if you failed, our commiseration. The examinations are over; we have recuperated our energies by a recess from our labors, and here we are back again to begin a new term’s work, with great expectations. The examinations were hard, — they always are, — and you all feel better to be through with them, and are glad to begin a new term. The “credit” and the “honor” men return with smiling faces; the men who simply “passed” bless their lucky stars that they ever pulled through at all; while the conditioned men rejoice that it was no worse, and come back with new resolutions. The injured have been carried to the rear; the ranks have been closed up; and now we march hopefully towards the grim and dreadful annuals.

A FORTNIGHT ago the students of the Institute were unanimously engaged in a pursuit which may be loosely defined as a spasmodic attempt to make up for lost time. This time may have been lost through negligence, natural incapacity, or excessive study; of which the first, whether culpable or not, is simple in its effects; the second no less so, since it prevents its victim from employing his time to the best advantage; the third operates on the principle of “the limit of production” in agricultural economy; that is, beyond a certain point additional time spent in intellectual effort will not produce adequate returns; such being the case whenever study hours habitually infringe on the time necessary for sleep and exercise.

It is not our intention at this time to discuss the causes occasioning cramming, which are painfully familiar to most students, or to consider its most successful modus operandi, though a paper thereupon might be of interest later in the term; but to simply ask the instructors of this institution, in commonplace phrase, what they are going to do about it. Taking as an axiom that students will cram, is it the part of the teacher to discountenance the practice as conducive to a laisser faire system of study during the term, or to assist the despondent seeker after essential knowledge, however late his search? It might seem that this inquiry was superfluous, but shortly before the semi-annuals a professor, who had been shifting all over a ponderous text-book, and adding thereto voluminous comments, on being asked what parts of both the class were to be held responsible, replied brusquely, “The time for these things is when you go over them.” Very true, but hardly pertinent; and what if you had not been able to grasp all “these things” when you did go over them? Such deficiency might be due to no fault of your own, and at least the