questioner should have the benefit of the doubt.

In contrast with this gentleman's sentiments, it is pleasant to note the liberal conduct of another professor who, after placing upon the blackboard a syllabus of the term's work and a former examination paper on the same ground, invited, at his last recitation, all pupils who still found knotty points in their way to make a brief report of the same and drop it in his mail-box early enough to give him time to send them an explanation before the day of examination.

This, in our opinion, is the true method of procedure. The objection that a student who has, by cramming, successfully atoned for the negligence of a term, will, by imperceptible degrees, come to depend on that last (legitimate) resource, just as a man in the habit of borrowing gets to depending upon loans to carry on his business,—this objection will, we think, have but little weight in the minds of those who have often, in the midst of a tedious spell of digging, mentally kicked themselves for the negligence which caused it.

In the case of a student who, through some of the many causes previously enumerated, has fallen behind his class by no fault of his own, what is to others the dismal necessity of cramming becomes to him, in a measure, an indispensable hope and invaluable refuge. If he then finds the necessary aid grudgingly given by his instructors, such an attitude not only inclines him to "retaliate" by the use of illicit assistance during examination, but tends to revive the old "natural enemies" doctrine, still existing in some colleges, and to undermine those friendly and cordial relations between teachers and pupils which have always been one of the pleasantest features of life at our institution.

In another column will be found a communication concerning the unreasonable length of some of the recent examinations. This is one of the evils resulting from the plan of continuing a course of lectures through a whole term, with no intermediate examinations, and then expecting a student to show, by his answers to a single set of questions, his knowledge of the whole term's work; of course such an examination must be as thorough as possible, and consequently of great length. This plan was objected to in an editorial in No. 4 of THE TECH; it is only necessary to repeat that the result of a term's work, in any subject taught entirely by means of lectures, should be determined partly by intermediate examinations, combined with the results of the semis or annuals.

Harrowing.

We sat upon yon mossy bank,
The troubled world was all forgot;
The blinking stars peeped out, then sank
In halo 'round the moon's bright spot.
The gentle breath of nature fanned
The locks from off my brow,
The thrilling touch of her fair hand,
Alas! I feel it now!

"Oh, sweet, my love, be mine," I cried,
"My treasures, love, abide—"
She screamed, and flitted from my side,
"Oh, — oh — that — horrid — toad!"

E. Pithet.

A New Theory.

THE following may be of interest to some of our geologists, and may throw light on many phenomena which have heretofore never been satisfactorily explained. It will at least open a new field for investigation and experiment. It is a letter written from Cloyne, Ontario, to the Mining Review of Chicago. The writer has evidently been magnetized by the north pole:

"In my last letter I promised to give good geological reasons for my belief in the existence of great mineral wealth in the northern part of Ontario and Quebec, and in dealing with such a subject it becomes necessary to take geology in connection with terrestrial magnetism.

"The earth is a magnet, and is constantly performing all the functions of a magnet, on a scale proportioned to its bulk and volume, the north pole being the positive or absorbing pole, and