college organisms, and it is only because of ignorance of its true aims that these feelings ever arise—unless, as is the case in some colleges, the purpose of the fraternity has been perverted. At the Institute there is no cause for any but friendly feelings toward the Greek-letter societies.

It has occasionally been remarked, and perhaps with reason, that the class of '86, during its career, has as a whole been lacking in social enterprise to some extent. We are speaking, it will be seen, of the class as a whole, for, as is well known, many of its members are deservedly popular for their interest and spirit in social matters. The cause of the apparent want of enterprise is due mainly to the fact that a large number of its members spend all their time over their work, to the utter exclusion of class matters, and this is shown by the general advanced scholarship of the class. Of this latter, '86 may justly be proud, and this is, of course, of paramount importance; but, at the same time, it is not only pleasant, but advantageous, to keep up certain class associations, both for the time being, and always.

It is proposed by the small portion of the Senior class who attend class-meetings, to have some sort of a class-day this year. Now, if '86 has really been backward in class spirits heretofore, an opportunity is here offered to redeem itself; and instead of being known as "the first class that did not give a Freshman ball," (a title which, though by no means to its discredit, is, it must be confessed, a negative one,) it may achieve the greater honor of being the first class to establish a regular class-day at the Institute.

Our Alma Mater is now in her twenty-first year; in fact, she is of age, though still a young college in comparison with those around us. It is high time that some such custom as Class-day should be formed here, and we think '86 will give it a start, if only every member will interest himself in the matter. A committee has already been appointed to arrange the details, and it is confidently believed that the affair will prove a success.

For a number of years past our gymnasium has been used, not only as a gymnasium and drill hall, but also for dancing parties. Most of these parties have been given by members of the Institute, who have merely gone through the form of obtaining permission from the gymnasium committee, nothing being charged them for the use of the gymnasium. Some of the apparatus is in a very bad state, several new things are wanted, and the gymnasium committee have no money with which to get them. The Corporation allows a certain amount each year for improving the apparatus, but it is not enough to keep it in good repair. The money obtained from the lockers, which really should go for improvements, goes to defray expenses of coal and gas.

Taking these things into consideration, we suggest to the gymnasium committee that they charge something to those parties who desire to use the gymnasium for dancing, or any other but its legitimate uses. We think this is especially applicable to outside parties who desire its use. The money thus obtained can, at least, keep in good repair the apparatus which we now have.

Brilliancy and perseverance are brought into strong contrast in college life. The large body of students regard brilliancy with especial admiration, and give the greatest praise to him who acquires knowledge with the least effort, who seems to do with ease whatever he attempts. On the other hand, the majority of instructors regard perseverance with especial favor, and assume that steady application alone should receive encouragement. But is it not true that both brilliancy and perseverance are worthy of admiration, both need proper encouragement? The brilliant man sighs because he is wanting in the power of application, feeling that he will never achieve any lasting success; while his persevering fellow, as he slowly grinds out his work, envies the other's quick wit. A little thought would show that both ready wit and perseverance are necessary to attain success, and it needs neither proof nor illustration to show that both can be acquired.