One of the difficulties in the management of the Institute's affairs, is the arrangement of the studies in a tabular view, which shall be, so far as possible, satisfactory alike to students and professors. The complexity of this problem is due to the many conditions which must be fulfilled, requiring a suitable time for all lectures, recitations, drawing, laboratory, and shop-work of each class, and on alternate days, when practicable, but without interference of exercises for either instructors or students, requiring also a judicious arrangement of the blank spaces on the schedule, and attention to the time of day when the exercises ought to take place.

Any one at all familiar with the great number of studies occupying the members of our different classes and their widely differing natures, will see what an undertaking the preparation of the tabular view is.

Now, although in most cases the arrangement seems very satisfactory, there is still a chance for improvement in one direction. The more solid scientific work does not seem suitable for the hour from twelve to one o'clock. This hour is generally given to the lighter work of the languages, or English studies, or to drawing, or the laboratory, but Sophomore physics seem to hold out from year to year against the rule. This course of lectures is, at its time, one of the most difficult which a Tech encounters, yet he is obliged to struggle with all the intricate reasonings, explanations, and descriptions given in a lecture, at a time when he is exhausted by a morning's work, sleepy, and hungry, even faint, sometimes, unless he shall have fortified himself with a sandwich or an apple just before entering the lecture-room. If these lectures could be given an hour earlier, the result would be certainly greater comfort to the class, better attention, and consequently a better understanding of the subject, while the time allowed the instructor for preparation of apparatus and blackboard notes would still seem ample.

Here is an old college saying that the Freshman is sure he knows everything, the Sophomore thinks he knows everything, the Junior begins to think that he knows nothing at all, and the Senior is sure that he knows nothing. There is much more of truth, and less of nonsense, in this saying than at first might appear, and perhaps in few places is this saying exemplified better than here at the Institute. The Freshman comes here with the idea that he is going to be, let us say, a mining engineer. He knows what he is going to do, and can be told but little. He is going to study for four years, and then go out into the world a full-fledged M. E. No idea of the vastness of the subject has yet dawned upon him, and he thinks that four years study is going to accomplish everything. By the time he gets to be a Sophomore, however, he has met with a good many difficulties, and the subject looks bigger to him. Still, he does not change his ideas very much, though they become a little unsettled. A little more study than he anticipated at first will make everything all right, and so he gives but little more thought to this subject. When our Sophomore has become a Junior, however, the range of subjects presented for his study has enormously increased. It seems to him as if each particular branch would take years to learn thoroughly, in all its intricacies, and he begins to think he doesn't know so much after all. After a year's more study he becomes certain that his ideas on this subject are now right, and that probably he never will know each branch perfectly, but will spend the rest of his life in continually learning new things about his profession. And we believe that the man who acknowledges the vastness of his profession, and the small knowledge he individually possesses concerning everything in it, is really infinitely superior in information and the practical application of his knowledge, to the man who thinks there is nothing more for him to learn. Truly, it takes a lifetime to learn one thing thoroughly.