which our newspapers, with their customary adherence to facts, were driving. The station at Exeter Street is bound to come sooner or later, but certainly not before some years, at least, when this portion of the city has become more of a business community than it is at present. Long before this time arrives, however, some philanthropic admirer of Technology will doubtless have come down handsomely with the much-needed endowment, and the Tech. students who are to be doubly rich in numbers and facilities, will point with pride to a handsome structure as their gymnasium, forgetful of the humbler quarters so long utilized for their predecessors.

ELSEWHERE in this issue of The Tech we begin the list of subjects of the theses of fourth-year students, which includes all students in Courses I. to IV., inclusive, excepting Messrs. Davis, Roberts, Thalheimer, Warren, and Williams, Course I.; and Messrs. Adams, Dresser, Marcy, and Tidd, Course II., who have as yet not chosen their subjects.

We regret that some of the subjects are not more definite and explicit; but as the work of a great many is as yet vague in so far as detail is concerned, we have been unable to obtain more self-explanatory titles.

Professor Sedgwick's Lecture.

Professor Sedgwick gave his third lecture in the course on "Teaching," last Saturday noon in room 12, Rogers. The talk, for it seemed more than a lecture, was on the methods of teaching and on some of the qualities of an education. Professor Sedgwick said there should be method and system in teaching, just as in anything else which was progressive. But method should not be ranked above all other things. There is no "royal method" of teaching, and a teacher who thinks there is, and tries to teach by that method, is necessarily narrow. Whatever the method is, it should be suited to the pupils, and should be such as to claim their attention and arouse their enthusiasm. The personal qualities of the teacher have much to do with this. A charming personality, that "personal magnetism," is highly desirable. The founder of this institute, Professor Rogers, had this great power of holding the attention of his hearers, it being born in some men, as is the power of writing poetry.

As students of science, it is natural to feel that everything must be learned in the laboratory and by one's own observation, which is a narrow idea. Professor Sedgwick said he believed in the power of "cram," not in pure cramming, but that much should be learned by that method. Many things must be taken on faith and authority.

There are other fundamental qualities besides science and literature to be obtained in an education. These are obedience, faithfulness, punctuality, morality, and truthfulness. To a great extent these are learned here at the Institute. That there is dishonesty here in some cases, the Faculty know better than do the students.

In conclusion, Professor Sedgwick said he wished this matter could be as at the University of Virginia, where every man is put on his honor during examinations, and if a man is caught cheating he is escorted to a home-bound train by the students.

Next Saturday, Professor Gardiner will lecture on "Teaching of Animals and Zoology."

Beauty.

Beside a rush-lined glassy stream,
Beneath the changing summer sky.
Where bloomed the bending scarlet flowers.
A willow wept athwart receding hills.
"Oh! this is beauty," cried the soul,
"And I will rest and hear above
The unheard music of the clouds,
The swallow's song and rippling mountain rill."

Along the river's winding bank,
A maiden walked all simply clad,
And hushed the bluebells' melodies.
And crushed the scent of clover blossoms fair.
"Nay! this is beauty," cried the soul,
"The rest, the setting of the gem,
Or starry heralds of the moon,
But this, the flashing of the ruby rare."

A. W. C.