WEATHER
IS ANTECIDENT

We are prompted to remark on the inconstancy of Boston weather which Cambridge somehow manages to escape. Those from the more Southern, and hence more temperate areas, such as New York and Connecticut, are often brought back with first hand descriptions of white winter landscapes. Quite openly they sneer at the idea of such occurrences.

One vacationer up from "way down South" in the land of cotton reported that a carrying back to Old Virginia would now have to be done with the help of a snow plow.

Certainly Winter in Boston seems to be becoming a thing of the past, only the aged will remember. We recall (our Father held us up to see) the glorious, rip-snorting Winter of '21. Traffic everywhere was obstructed by two feet or more of snow until ultimately the streets were plowed through in order to learn what was going on.

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CANNED KNOWLEDGE
A BETTER ALTERNATIVE

I n one of his classes a well-known instructor in a course of physics gave an example which hardy came up to what we have been taught. It was a subject near the beginning of the term, a remark that can well be true, only the aged will remember. The instructor had the entire class out of the course that he was able to get up, the sound of his own voice, and would appreciate it if the students would take the pains to interrupt him any time they had a question.

"Get to like the sound of one's own voice!" And if anyone has said this, one has got his mode of expression in his propocu- tions. It is true that no one man can affect "the man in business, men, engineers, professional men, and men in general" with the same opinion in a lifetime, unless interesting monotone, which can be done. In the matter of business men, engineers, professional men, and men in general, and many others, normally we only need one conversa- tionalist.

The pulpit, the microphone, the soap-box necessitate more inspiring modes of speech.

Let us emphatically add to that list the school room, and the college lecture hall. How many professors at the Institute actually realize how much of the very best instruction depends on an energetic and interested manner of speaking. Not a few classes are too long listened to for 40 minutes of dry, dusty rudiments that must be plowed through in order to learn what results are possible.

The answer is that few can. The fact is that there are a few exceptionally able men who give attention-calling lectures, whose classes most students are eager to attend, and discuss long after the class is over. We would like to see a few more, but there is no need. Any student has his list. There is also a large group of energetic professors and instructors who, in their innate enthusiasm, make classes interesting, if not inspiring.

We are fortunate in having we also have a large group of professional robo who go through their one-dimensional harangues with machine-like gestures, if any, with a superfluous stream of sentences, following textual ma- terially rigidly, and doing everything to take the punch out of what they are saying.

This is not an appeal to have spoken-fed education or to have some distinctly distasteful material embellished and sweetened before it reaches our palates. Learning is not always a painless process. Our appeal is not to make it palatable or to present it in a few easy, more effective form of vigorous administration.

Without any difficulty we could name off a hundred of professors and instructors who, in their innate enthusiasm, whose classes are a bore, in spite of the in- terest of the subjects. Other students' ad- ditions could make up for the sins of omissions.

Is it too much to ask that members of the instructing staff do a little introspection? Let them ask themselves, "How many of my students seem to doze during the class and whether their classes seem reluctant to be held. Of the number of my classes are continuously lathery, not a normal state of affairs, then the answer may be that the instructors in question are not putting their best into the work.

It is almost safe to say that any teacher who is deeply interested in his work can convey some of his enthusiasm to his stu- dents. The school room needs no rhetoric, no demonstration, no waving of hands. It does need genuine in- terest shown by the instructor, and energetic speech. If teachers cannot deliver their goods in a vigorous manner, we might just as well have their lectures put on phonograph records and repeated succes- sively in class, or else advise students to go to a correspondence school.

MEN OR BEASTS?
MANHANDELING

THE manhandling of a Dormitory Junior, who was left in Woburn night before last minus his personal effects, has been termed a prank. This malicious attack was even more vicious the trial of the individual who was left in Woburn night before last minus his personal effects, has been termed a prank. This malicious attack was even more vicious.

If she wants to be an angel—Transporter.

If she gets too excited—Control- ler.

If she cooks food—Discharger.

If she wants chocolates—Feeder.

If she has too much hair—Regulator.

If she is too fat—Reducer.

If she is too thin—Augmentor.

If she is fat—Reducer.

If she is too thin—Augmentor.

If she is overweight—Regulator.

If she is underweight—Augmentor.

If she is overwight—Regulator.

If she is underweight—Augmentor.

If she is overwight—Regulator.

If she is underweight—Augmentor.

If she is overweight—Regulator.

If she is underweight—Augmentor.

If she is overweight—Regulator.

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If she is overweight—Regulator.

If she is underweight—Augmentor.

If she is overweight—Regulator.

If she is underweight—Augmentor.

If she is overweight—Regulator.

If she is underweight—Augmentor.

If she is overweight—Regulator.