Cramming in College.

BY O. S.

The Lafayette Monthly of October, 1873, contains an article, written by S. O. B., in which the so-called cramming process is criticized. We propose to take up the discussion of this interesting subject, and to prove from the nature of the human mind, as well as from the nature of the various branches of science, that cramming, properly understood, is necessary for every student, in as much as it furnishes the mind with the material upon which it is to exercise its higher functions, the functions of comparing, judging, combining, and reasoning. If by cramming you mean the stuffing of the mind with incongruous matter—or if you mean by it a hasty, unmethodical, and disorderly process of studying—or an overstraining of the mental faculties by excessive tasks—we should never undertake to plead for it. But stripping this term of all notions of disorder and excess, and retaining those of labor and effort on the part of both pupils and teachers, we take it simply in the sense in which Shakespeare used it, when he wrote:

"Storehouses crammed with grain;"

that is, filled to their utmost capacity. This agrees with the common definition given by Webster, to wit: "qualifying for public examination by special preparation;" in which the words "special preparation" imply the compelling a student to prepare and recite a great amount of text, inside work, such as pertains to literary societies, contributions to college periodicals, and, we might add, theatrical performances, etc.

The term "Education," as applied to the intellect only (leaving out its relation to the heart and will), means, 1st, the process of imparting or receiving knowledge; 2d, The result of this process: Knowledge acquired. The etymological significations of the word education are not to draw knowledge from the mind (for there is none, unless it be first put in), but to arouse, draw out, and guide the dormant faculties of the mind, by presenting to it the subject matter of the various branches of science for consideration, appropriation, digestion and reproduction.

The not prevailing among some students entering college, that they have "an empty space somewhere in the head, which they intend to fill in the four years, to draw from hereafter," is a perfectly correct one; let them follow it up faithfully, by cramming, not to the exclusion of thought on the subject, if you please, and they shall win the coveted prize, the suit of mental education—to wit knowledge, and abundance of thought; while, on the other hand, the student who imagines that all the riches of wisdom lie already bundled up at the bottom of his mind, awaiting only a gentle development and drawing forth at the hands of his Professors, will be sadly mistaken.

We will now proceed to show, from the nature of the human mind, that cramming furnishes the mind with the material upon which it has to exercise its higher functions.

Sound psychology teaches, and experience proves it, that the human mind, although endowed with certain faculties to appropriate knowledge, and capable of performing certain functions to reproduce and combine it, is at the beginning nothing but a blank—artefacta—from which nothing can be drawn, unless something be first placed therein. In this respect it may be likened to a field, which must forever remain sterile unless it receive the seed necessary to bring forth fruit; or to an empty storehouse, which is of no use unless filled with grain; or to the sensitive plate of the photographer's camera obscura, which will show no image until struck by the rays of light from without. Comparisons might be multiplied, but let these suffice. Indeed, knowledge does not originate in the mind: it comes from without, through the medium of the senses. There is no such thing as innate ideas, or original thought, properly so called. There would be no knowledge of God, unless He had manifested Himself to man, in various ways, but always through the senses; no knowledge of good and evil, and of course, no knowledge of the material world around us, but through the medium of our senses.

Let a human being, from the day of his birth to the full age of manhood, be confined to a dark, solitary place, shut off from all communication with the outside world; the range of his ideas will not go beyond the walls of his cell and the few objects placed therein; and if rescued, he will show the body of a man, and the mind, voice, and manners of a babe, as was the case with the unfortunate Caspar Hauser, a descendant of the Dukes of Baden. 'Examples of this kind might be multiplied indefinitely: we could point to the Hottentot, whose compass of ideas cannot go beyond the few roots on which he feeds; or to the Feejee Islander, whose principal notion is the taste of food; or to a young child, whose impression of good is the image of the person who pampers him; or to the Hottentot, whose knowledge is limited to the few roots on which he feeds; or to the sensitive plate of the photographer's camera obscura, which will show no image until struck by the rays of light from without. Comparisons might be multiplied, but let these suffice. Indeed, knowledge does not originate in the mind: it comes from without, through the medium of the senses. There is no such thing as innate ideas, or original thought, properly so called. There would be no knowledge of God, unless He had manifested Himself to man, in various ways, but always through the senses; no knowledge of good and evil, and of course, no knowledge of the material world around us, but through the medium of our senses.

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an image before, thrown into the mind from the outside world, has now become a notion, an idea; and remains the property of the mind by its retentive faculty, the memory. Now these ideas are the raw material upon which the mind performs its higher functions; comparing idea with idea, we judge; comparing many ideas, we are led to generalization and abstraction; and by abridging judgment with judgment, we perform the highest function of our intellectual faculties, that of reasoning and inventing. These are but the outlines of the operations of the human mind, and by them we must be guided in our system of education. Ideas are frequently incomplete or faulty, and need to be corrected, improved, refined; consequently, also, judgments and reasoning. The proper time for gathering up a rich harvest of ideas, and storing them away in that wonderfully elastic house of memory, is the spring of life, up to the twentieth year, although it will continue in a diminishing degree for many years longer; and if seemingly the youthful powers of apprehension and memory fade away with old age, we know that they will be wonderfully revived; and not one idea, either for good or for evil, shall be lost.

The time at which the power of judgment commences to be fully developed, will hardly ever come before the twentieth year; and a man is said to be of age when he arrives at that period: although many do not reach it before the fortieth, and some never. Judgments, of course, are formed also in younger years,—but they pass for what they are worth, childish, puerile, juvenile, unripe judgments. Exceptions are there, but few, and far between. If sound judgment comes in slowly, still more slowly comes sound reasoning, which is the domain of fully developed manhood; hence the German proverb:

"Die Alten zum Rath, die Jungen zur That!"

And, perhaps, some of our young readers will scratch their ears to find out what that means. And now returning to ideas, which are the proper domain of youth, we inquire where do we get them? First of all, at home, sweet home,—from dear mother and father, and brothers, sisters and friends, and from all the little and big things about the house and garden, about village and town, about the rivers and mountains, the fields and the forests; next from church and school, from good and evil company, in fact everywhere. The more you see and hear, the more ideas will you get; hence travelling, visiting foreign countries, mingling with different nationalities, has always been looked upon as conducive to a finished education. New ideas are thereby created, old ones modified, improved, refined. But among the chief means of gathering and refining ideas, accessible to everybody, are schools and colleges; and now, after all, we are drawing near the cramming process, which is nothing else than the filling of the human mind, to its utmost capacity, with correct, clear, and well-defined ideas, systematically arranged, and laid up for further use; the sowing of the seed of knowledge, not sparingly, but broadcast over the blank fields of the mind; the laying up of rich supplies of grain, wherewith to make flour and bread in the time of need; “the filling up of an empty space somewhere in the head, to draw from it hereafter.”

And who could afford to be without ideas; or to have only a scanty supply thereof; or be provided with a collection of crude, confused and erroneous notions? And who, being thus poorly and scantily supplied, would venture out into the deeper waters of judgment, or plunge into the vast ocean of reasoning, but men of the stamp of A.A.B., talking about 1517 and 1789, calling the infallibility of the Church and its Head “a stagnation in the Dead Sea,” and praising the good people of the Commune. (See Lafayette Monthly, Vol. III, No. 2, pp. 33, 34.) It may be very pleasant, at times, to make a little Buncombe speech in a Literary Society, borrowing, perhaps, body and dress from some good or evil friend of the library; or to compile some cant phrases and let off a little thunder and lightning against Papal infallibility; but it would be more useful to acquire, first, correct ideas about such matters and wait a little, until these ideas have by time and digestion become our own property, before we launch forth hasty judgments and swell up with irrelevant arguments.

The foundation of all sound judgment and solid reasoning, then, being a rich supply of correct, clear, and well-defined ideas, together with adequate language to express them, we must work in our schools and colleges to that effect, lest we “put the cart before the horse.” A well-regulated energy, and a methodical perseverance in appropriating such ideas, by studying our lessons regularly and well; by listening attentively to the Professor’s discourses, lectures, or explanations; by making written memorandums of what we may have seen, heard or read; by going over as much text as we may be able; by reading books to the purpose; and last, but not least, by a systematic drill of our memory, which must be strengthened and enriched through that dreadful process called “learning by heart”—to the limitation—and, if necessary, prevention—of much untimely outside work, such as pertains to literary societies, periodicals, etc.,—is what we call “cramming”; and no student can afford to do without it.

We cannot, with Alex. von Humboldt, behold the wonders of the Amazon, or ascend the lofty peaks of the Cordilleras; neither can we, with Dr. Livingstone, explore the sandy deserts of Africa, or with Prof. Agassiz sound the depths of California’s Gulf; but we may, without leaving our quiet study-halls, by means of books and charts, maps and pictures, museums and apparatuses, and sundry other things pertaining to colleges, particularly cramming—appropriate to ourselves the results of their investigations (without blindly following all their theoretical conclusions), and thus we may acquire tolerably fair and correct ideas of objects which otherwise would be beyond our reach. Nor can we hold personal intercourse with Moses and Pythagoras, the gigantic minds of past ages, the philosophers and orators of Greece, the statesmen and warriors of Rome; but led by the hand of History we may march back through thousands of years, even to the gates of Paradise; and, on the way thither, cram our minds with a rich harvest of ideas either for good or for evil, according to our desires. Standing before the gates of Paradise, however, History will also tell us that she cannot open them, the keys having been lost some five or six thousand years ago near some tree, and that not quite two thousand years ago they were restored to St. Peter, who has kept them ever since, much to the disgust of those who do not like to cram their minds with the useful and solid information with which history can furnish them.

But to sum up and come to the conclusion of the first part of our argument: The human mind is a blank, receiving its ideas (thinking material) from without, through the senses (mainly through the eye and ear), either by observation directly from the objects, or indirectly by instruc-
A New York Minister, preaching a funeral sermon of a famous skater, the other day, said he had "gone where there is no ice." That was capable of very serious interpretation.

Kind Words.

There are chords in each heart
That respond to each sigh,
Each kind, loving word
And bright smile of joy,—
As shade or as sunshine
Upon the world may fall
To sadden, to brighten,
To shroud, or to pall.

Oh, the voice of past kindness!
How sweetly 'twill start
In loving remembrance
Again to the heart,
Bringing back sunshine
From days that are fled,
And kindling the embers
Of love that seemed dead.

Oh, those are words
We may never forget,
That fell from fond lips
Now faded in death:
Sweet words of comfort,
Of courage and cheer,
Which e'er round the heart
As a garland we'll wear.

How sweet were this world,
As onward we rove,
Were hearts that we met
Full of kindness and love;
No longer we'd call it
Lonely and drear,
Were there smiles for the eyes
And kind words for the ear.

Then speak a kind word
And bestow a sweet smile
As onward you journey,
/For small is the toil;
'Twill cheer the lone pilgrim,
And forgetting all care
He'll think of, with blessing,
Your sweet tribute there.

ST. MARY'S, ST. JOSEPH CO., INDIANA.

SYDNEY SMITH could appreciate a good pun when he heard it. In Mrs. Hamilton's "Lectures on Education," a story is told of a schoolgirl who, during her examination, persisted in miscalling the word patriarchs "partridges."

"Oh," was the comment of an auditor, she makes "game of the patriarchs!" The witty canon characterized this as the most perfect pun he knew.

If there is a single word which simultaneously exhibits the inclinations, destiny, and ultimate end of man, and which points out his duty, aspirations and promptings, it is certainly the simple but sublime word "Excelsior."

There is something in the mere sound of the word which strikes us as at once grand and imposing—something which makes us feel as though we would wish to be always repeating it, and in the simple imagination of the word, strive for the glorious fruits of the reality.

Once under its influence, no satisfaction is known until the highest point which it implies is reached, for the attainment of its lesser objects seems to be the fuel by which it is fed, and from which spring the fire and energy with which it endows us.

In it the scholar sees the end of all his labors; and when he sets out in life it is always before him, flattering and impatient, ever enticing him to soar from those unlimited bounds, up, up through the dense expanse of adversity, until he takes his stand upon the highest and brightest peaks of glory; as he stretches forth his hand to grasp it, he sees it mount higher and higher and beckon him to follow. Who could resist its power if he would, and who would if he could? None. Thus it is he struggles after it, having only to cast his eyes upon its golden letters to be filled with that perseverance which is so necessary to surmount all obstacles. He follows, and step by step he mounts the ladder of fame; and though he may often lose his foothold and be cast down, yet it does not forsake him, but descending again to his assistance, it animates him by its cheerful presence to new and greater exertions. As he ascends, his whole mind is occupied by this one object, while his car is delighted as if by the music of light zephyrs—seeming to whisper in their sweetest accents this one word, "Excelsior."

In the field of blood as well as in the field of politics, it has served to animate the drooping heart of man. Napoleon and Alexander, in their wild career of glory, made it their secret motto. It was their only thought and their greatest stimulant. Their hearts pronounced the word, and their deeds reverberated with its echoes.

"Excelsior!" exclaims the minister of God, as he points out to his flock their sovereign good and their ultimate end. "Excelsior!" sang the martyrs of old, and they were filled with hope and courage to pass through the ordeal of death, to glory beyond. "Excelsior!" murmurs the patriot, as he bids farewell to all he loves, and departs, a venturer on the sea of life. "Excelsior!" shouts forth the statesman, as he bears aloft the destinies of his nation, the fate of millions in the hands of a few. "Excelsior!" burst forth the voice of ancient Greece, and the world still wonders at her achievements. "Excelsior!" exclaimed Columbus, and a giant nation sprung up on the shores of the western world.

It is a word full of meaning, comprising everything that is grand and noble; it is a word which has been used, with signal success, where hope and courage were wanting—a word which causes the soul to burst from its prison-house of clay, and soar through the stormy portals of the world, until it occupies in anticipation its preordained felicity.

Oh, let us inscribe it as a motto on our hearts, and hope that in the end we may find a resting place where it is sung in joyful chorus by the "blessed."

Mr. M.

ST. JOSEPH'S COLLEGE, MERRIMACK, N. H.
The Scholastic.
Published every Week during Term Time, at
NOTRE DAME UNIVERSITY.

All communications should be sent to Editor SCHOLASTIC,
Notre Dame, Indiana.

One year .................................. $2.00
One session (6 months) ..................... 1.25
Single copies (10c) of the publication can be obtained at the
Students' Office.

We call attention to the advertisement of the Cincinnati
Enquirer, as one of the best Democratic dailies, if not the
best, in the West. Subscribers in the College and South
Bend receive the daily one day after its publication. The
delay in getting the telegraphic news is more than coun­
terbalanced by the excellent correspondence from Wash­
ington, and the Editorials, which in tone as well as ability
are not to be equalled by the dailies printed nearer to us.

ROLL OF HONOR.

[Under this head are given each week the names of those
students whose conduct was in every respect satisfactory during
the week preceding the given date.]

FRIDAY, JANUARY 17, 1873.

SCHOLARSHIP DEPARTMENT.

F. Bute, W. Brissi, A. Blong, G. Berdoll, M. Bastarache, R.
Boyle, V. M. Baca, J. Brown, M. Brown, Valerio Baca, J.
Begue, P. Cooney, H. Cassidy, W. Clarke, J. Crummey, G.
Crummey, J. Claffey, C. Dodge, W. Dodge, T. Dunden, J.
Eisenman, M. Foote, J. Gillen, E. Gambee, J. H. Hogan, T.
Hansard, E. Halpin, F. Hamilton, J. Ireland, P. Jacobs, T.
Eisenman, M. Foote, J. Golsen, R. Golsen, J. Hoeveler, J. Haney, V. Han­
sen, A. Schmidt, L. Lewis, E. Engledrum, J. Hilliard, W. Schul­
thies, J. Nelson, E. Holt, G. Flishman, W. Dexter, W. Morgan,
M. Davidson, L. Best, D. Salazar, C. Ried, F. Miller, A. Ried,
P. Brosseau, J. Graham, J. McHugh, W. Haney, F. Weisenber­
ger, W. Pollard, W. Kinzie, H. Hoffman, L. Van't Woud, A.
Mitchell, M. Hildard, D. Claffey, W. McAlmon, J. McNally, J.
Casey, R. Besrduin, N. Casey, T. McNamara, N. J. Mooney, L.
Munn, C. Barger, A. Kreitel, P. Corbett, F. Claffey, J. Nelson,
J. Ewing, A. Mulmiller, H. Kinley, C. Casey, H. Shepard, J.
O'Conor, B. Baca, J. Tobin, R. Huchings, J. Daly, J. Cal­
lagh, J. Daly, J. Lavelle.

FRIDAY, JANUARY 24.

GERMAN.

W. Ball, L. Best, P. Brosseau, H. Beckman, J. Cummey, P.
Conney, T. Calleton, J. Devine, L. Enneckling, H. Faxon, Geo.
Flishman, J. Golsen, R. Golsen, J. Hoeveler, J. Haney, V. Han­
sen, C. Hake, A. Kleine, W. Kinzie, J. Knowles, W. Schul­
der, F. Miller, J. H. McHugh, J. McNally, J. McNally, J.
Mclntyre, L. Munn, H. Nirdlinger, J. Porter, W. Rumely, B.
Roberts, A. Schmidt, W. Schuldhies, A. Schiffer, J. Schmitt, L.
Van't Woud, W. Van't Woud, O. Waterman, J. Wainbaugh.

DISTRIBUTION.

V. Calleton, J. Daly, W. Gear, D. Glucksman, L. Hinkston, C.
Hodgson, C. Hake, J. Lynch, E. Kelly, W. Kelly, E. Monahan,
J. McIntyre, L. Munn, N. Nirdlinger, J. Porter, W. Rumely, B.
Roberts, A. Schmidt, W. Schuldhies, A. Schiffer, J. Schmitt, L.
Van't Woud, W. Van't Woud, O. Waterman, H. Hirsch, A.
Horne.

VIOLIN.

F. Miller, J. Calleton, W. Rumely, J. Noonan, H. Beckman,
E. Kimm, J. Brennan, L. Van't Woud, B. Roberts, J. Lynch,
J. McGrath, J. H. McHugh, L. Loser, W. Kinzie, J. Rourke, R. Lewis,
J. Cummey, W. Chapoton, T. Keenan, J. Laubin, C. Burge,
J. Hackett.

N. B. We are compelled to omit this week the names of the
Piano pupils and those of the class of Oil Painting, for the rea­
son that the teachers of these branches were not present at the
meeting of the Faculty when the lists for Class Honors were
presented for correction, and we have been too much occupied
with still weightier matters to call upon these gentlemen per­
sonally.

DIRECTOR OF STUDIES.

Jerrold went to a party at which a Mr. Pepper had
assembled all his friends. Jerrold said to his host, on en­
tering the room, "My dear Mr. Pepper, how glad you
must be to see all your friends mustered!"
led forth to slaughter, where they were killed, and that too
to man and death to ^rats. The rats were, of course,
from us in the midst carrying
a chair or anything that pertains to the stage, to shout out "Soup," and the like unbecoming and it may be
uncharitable expressions. Or, perhaps, a neighbor happens to come in: he must immediately be "hooped up"—as they
say. Now we will not criticize, but simply ask the question: Is this gentleman? 

THE SECOND SESSION.—Examination is over, and no one feels like seeking relief in the Infirmary. Every one is
ready for earnest work. To-day begins the session and the month, and a Literary Entertainment is prepared for the
evening. Thus do we usher in the new session in an appropriate manner by giving proof of the intellectual advance
ment during the past session. The past session has
indeed been a prosperous one, and we feel that we are not
exaggerating in the least when we call it the most prosperous
session Notre Dame ever beheld. So far as we can
learn, the work accomplished by every class has been
highly satisfactory, and the discipline of the students, it
seems to us, is much to be commended. That good will
which students owe towards the Professors and the officers
of the College has been admirable; so well have the affairs
of the session just closed been conducted. May the pres­
ent prove as far superior to the last as did that to the one
which preceded it.

WINTER is indeed a monotonous season. The pro-
gramme is, to the recreation-hall and back, and scarcely
ever is there "anything new" to attract our attention.
The stove with its admirers is a familiar scene. "We are
always anxious to hail the first snow, but it soon becomes
an old story, and indeed it is an old story this winter. For
more than three months has the ground been hidden from
our sight. We occasionally take a walk down by the boat-
house and the Botanical Garden, but not a boat is to be
seen upon the blue surface of the lake, which no longer
has the "blues," but is ghastly pale. The vegetation of
the garden is withered beneath the snow, and scarcely
anything reminds us of the departed beauty which but a
few months since was a subject of comment. But some
one says spring is coming. Yes, those are cheering words;
yet while we anxiously await its coming we cannot but
consider the season which is with us a golden season for
reaping an intellectual harvest; there is nothing to dis-
tract the mind from earnest study.

CHIT-CHAT.—The new boiler has lately sustained a pres-
sure of four atmospheres, so we reckon there need be no
apprehension of an explosion under forty or fifty pounds'
pressure; some days it is not needed, while perhaps the
very next day will be blustery and cold. Some one has
remarked that now the boiler is refuned, the "drop cur-
tain" in the Exhibition Hall may soon be finished. Indeed
it is a splendid affair; yet everybody is watching it, for say they "we will have 'rec.' on the head of that curtain
when finished." But this has nothing to do with the
"steam-pipes" that have lately been added to those in the
top dormitory, on the Junior's side, which, by the way has
been the subject of much conversation. Some, in fine,
have had the "collegiate students" quartered up there. no doubt some of them are high in their courses; but we don't think they are afloat. We do not think that the new boat-house which is projected will affect this materially, still we are not very well instructed as to this forthcoming structure, nor have we seen the architectural drawing of it. No doubt they will have to undergo a trigonometrical examination first.

A Course of Literature.—This is a course that is more popular than one might at first think, for the number of young persons who follow it is at all times great. "Where gone, and there are some to go yet."

And furthermore, there is no need of those who are already our friends, and whom we have college course is completed. College life is ever fluctuating; always something new; yet when old friends with whom we have spent a pleasant and happy five months are leaving, it is always something new that natural impulse to sadness on the departure of a fellow-student! may yours be a life of success!

Scandal-Mongers are like geese—the more you try to silence them the more they will cackle. It is said to be a sure sign of an early spring to see a cat watching a small hole in the wall.

The Saint Cecilians.

The 30th and 21st regular meetings were held on the 16th and 20th of January. The time at those meetings was taken up by the debate: "Resolved, That the Statesmen is more beneficial to the Commonwealth than the Warrior." Those that took part in the debate were L. O. Hibben, W. Ball, W. Breen, J. Quill, F. McOsker, H. Hunt, on the affirmative; and F. Egan, E. O. Hubner, J. Langenderfer, W. Fletcher, O. Waterman, E. Dougherty, J. Dunn, and J. Devine, on the negative. Much enthusiasm was kept up during the debate; Masters L. O. Hibben and F. Egan deserve special mention for their well-prepared speeches.

The President summed up the argument and gave his decision accordingly, in favor of the affirmative. After this Master S. Marks presented himself for membership, and after having performed the conditions necessary for admission, was unanimously elected.

W. BREEN, Cor. Sec.

The Violin.

In a late number of Brainard's Musical World we find in answer to an "Anxious Inquirer" a very sensible article on that much-abused instrument, the violin, from which we made a short extract, for the encouragement of our numerous hard-working Violinists, and for the information of the few who belong to the class of which the writer speaks, and who are a drawback to all musical progress:

"I consider the violin the noblest of all instruments, acknowledging at the same time that to the organ, on account of its association with divine worship, belongs the foremost rank. No instrument will successfully compete with the violin in power, richness and variety of expression. While on the one hand there exists in this country an undue prejudice against the violin in the minds of many, there is on the other hand more fiddling done under hay-stacks, in barns, garrets and stables, and in other out-of-the-way places, than in any other country. There exists a deep love for the violin, which would soon ripen into a due appreciation for the instrument were it but properly taught. See the love which this country cherishes for Ole Bull! As yet we have too many fiddlers and too few violinists. Hence the betrayal of ignorance in some would-be critics when saying that cousin Jim or Jack or some other fiddler could play the violin better than Vieuxtemps. Such expressions the writer of this has heard from very intelligent-looking ladies and gentlemen. The fact that the violin is heard in drinking-saloons and at the dance causes many to connect its sounds with that which is vulgar or trifling. They know not the deep pathos, the soulful tones of this precious instrument, and therefore will not tolerate it in the house. * * * When we honor the instrument by proper study—when we make a violin out of the fiddle, violinists out of fiddlers, then will all prejudices cease. In Europe, counts, dukes, ministers of state, etc., have been known to play their first or second violin part in a quartette, as the case may be. There is yet much work for you to do, violinists!"
exercises, and abstain from tunes as long as possible, at least until they are able to play them correctly at sight.

Persons of only average talent should rather choose the piano, flute, clarionet, or cornet,—on which instruments the music produced is at least tolerable after a year's diligent exercises, and abstain from as long as possible, at least until they are able to bring a pleasing sound from his instrument.

SAINT MARY'S ACADEMY.

St. Mary's Academy, January 20, 1873.

ARRIVALS.

Miss Rose Rosasco, Cairo, Illinois.

Belle Gaffney, Cairo, Illinois.

Mary Kane, Chicago, Illinois.

Lavinia Drazzo, Buchanan, Michigan.

For Politeness, Neatness, Order, Amiability, Correct Deportment and strict observance of Academic rules, the following young ladies are enrolled on the following young ladies are enrolled on the

TABLET OF HONOR (S.E.D.'s), Jan. 20, 1873.

Misses Katie Zell, Mary Cochrane, Alice Shea, Katie Raymond, Bibbie Crowley, Lizzie King, Minnie Lange, Aline Todd, Lizzie Niel, Ida Reynolds, Rose Devoto, Mary Brown, Rose Mary Spier, Mary Comer, Bibbie Black, Mittie Ward, Annie Lloyd, Mamie Prince, Ida Wilder, Julia Kearney, Ray Bridges, Bridget Grace, Lizzie Daly, Kittie Finley, Maggie Letourneau, Agnes Church, Julia Fanning, Annie T. Clarke, Laura Weinreich, Mary Biley, Jennie Noonan, Esther Boyce, Annie O'Connor, Nellie Heedy, Addie Hambleton, Mary Ann Roberts, Josephine Walsh, Rebecca Woolman, Louisa Pfeiffer, Katie Miller, Mary Quill, Katie Casey, Lou Beckman, Mary E. Roberts, Ella Quinlan, Belle White, Mary McGuire, Fannie Snouffer, Nellie Hinkston.

HONORABLY MENTIONED IN STUDIES.

Graduating Class—Katie Zell, Mary Cochrane, Alice Mast, Alice Shea, Katie Raymond, Bibbie Crowley, Lizzie King, Minnie Lange, Aline Todd.

First Senior Class—Misses Lizzie Niel, Mary Kearney, Nellie Gross, Ida Reynolds, Rose Devoto, Mary Brown, Rose Mary Spier, Daisie Green, Lillie West, Bibbie Black, Nellie Langdon, Mittie Ward, Emily Haggarty.

Second Senior Class—Annie Lloyd, Mamie Prince, Joanna Valdez, Romuala Manzanares, Nora McMahon, Mary Lyons, Henrietta Miller, Lizzie Schiber, Cannie Nanson, Henrietta Walsh, M. Hepp, A. GoUhardt, M. Martin, G. Kelly, A. Lynch.


First Preparatory Class—Misses Addie Hambleton, Mary A. Roberts, Josephine Walsh, Maggie Nash, Emma Wade, Bell Wade, Rebecca Woolman, Louisa Pfeiffer, Katie Miller, Mary Quill, Katie Casey, Lizzie Ritchie, Lou Beckman, Annie Ried, Mary E. Roberts, Addie Roberts, Ella Quinlan, Belle White, Mary McGuire, Agnes Conahan.

Second Preparatory Class—Clara Germain, Ettie Bur-
$20,000. TWENTY THOUSAND DOLLARS IN PREMIUMS, for Distribution among the $2.00 Subscribers of the CINCINNATI Weekly Enquirer, IN APRIL, 1873.

The number of Premiums are always increased when the number of names exceed the number calculated upon.

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NILES & SOUTH BEND R.R.

GOING SOUTH.

Leave Niles, 6:52 a.m. Arrive South Bend, 7:30 a.m.

Leave South Bend, 8:49 a.m. Arrive Niles, 10:29 a.m.

Arrive South Bend, 2:40 a.m. Leave South Bend, 10:00 a.m.

SUNDAY TRAINS.

GOING NORTH.

Leave South Bend, 7:20 a.m.

1279 Miscellaneous Premium, $2 to $10 Each, 7,290

Making a Total of TWO THOUSAND Premiums, Worth TWENTY THOUSAND DOLLARS.

For further particulars, address JAMES CHARLTON, J. C. SMULLIN, J. M. TOOMEY, freight Agent, South Bend.

LEADING OFFICIALS.

L. S. & M. S. RAILWAY.

AUTUMN ARRANGEMENT.

TRAINS now leave South Bend as follows:

GOING EAST.

Leave South Bend 10:30 a.m. Arrive at Buffalo 4:05 a.m.

Leave South Bend 1:05 a.m. Arrive at Chicago 8:50 a.m.

GOING WEST.

Leave South Bend 4:53 p.m. Arrive at Chicago 8:50 p.m.

Making connection with all trains West and North.

NEw ALBANY CROSSING.

To Lafe ette and Louisville.

GOING NORTH—Express passenger, 6:09 p.m.; 8:56 a.m.; 5:20 p.m.

GOING SOUTH—Express passenger, 8:56 a.m.; 10:46 a.m.; 9:25 p.m.

NEW CLEVELAND, Freight Agent, South Bend.

CHRISTIAN, Gen'l Pass & Ticket Ag't Pittsburgh.

J. C. McMULLIN, Gen'l Pass & Ticket Agent, Chicago.

J. C. McCLURE, Gen'l Pass & Ticket Agent, Pittsburgh.

J. M. O'BRIEN, Gen'l Superintendent, Pittsburgh.

J. W. GRINNELL, Gen'l Pass & Ticket Agent, Philadelphia.

J. H. DEVERDREX, General Manager, Cleveland, Ohio.

CHARLES PAYNE, General Superintendent, Cleveland.

P. R. MORRIS, General Western Passenger Agent.

J. W. CAIY, General Ticket Agent, Cleveland, Ohio.

J. S. NEILL, Ticket Agent, South Bend.

J. M. TALLULAH, Freight Agent, South Bend.

UNIVERSITY OF NOTRE DAME, INDIANA.

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Rev. A. LEMONNIER, C.S.C.,
President.