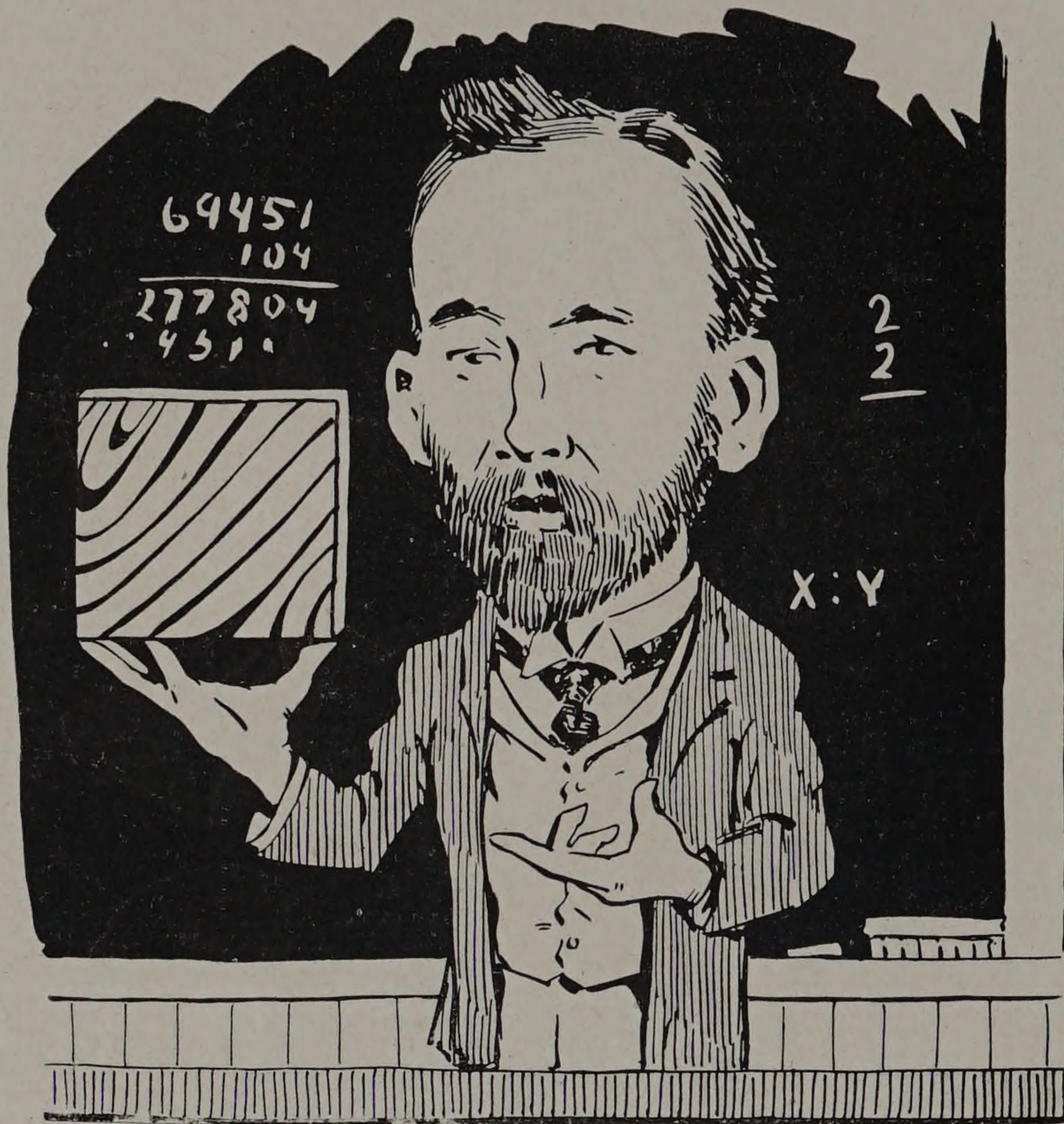
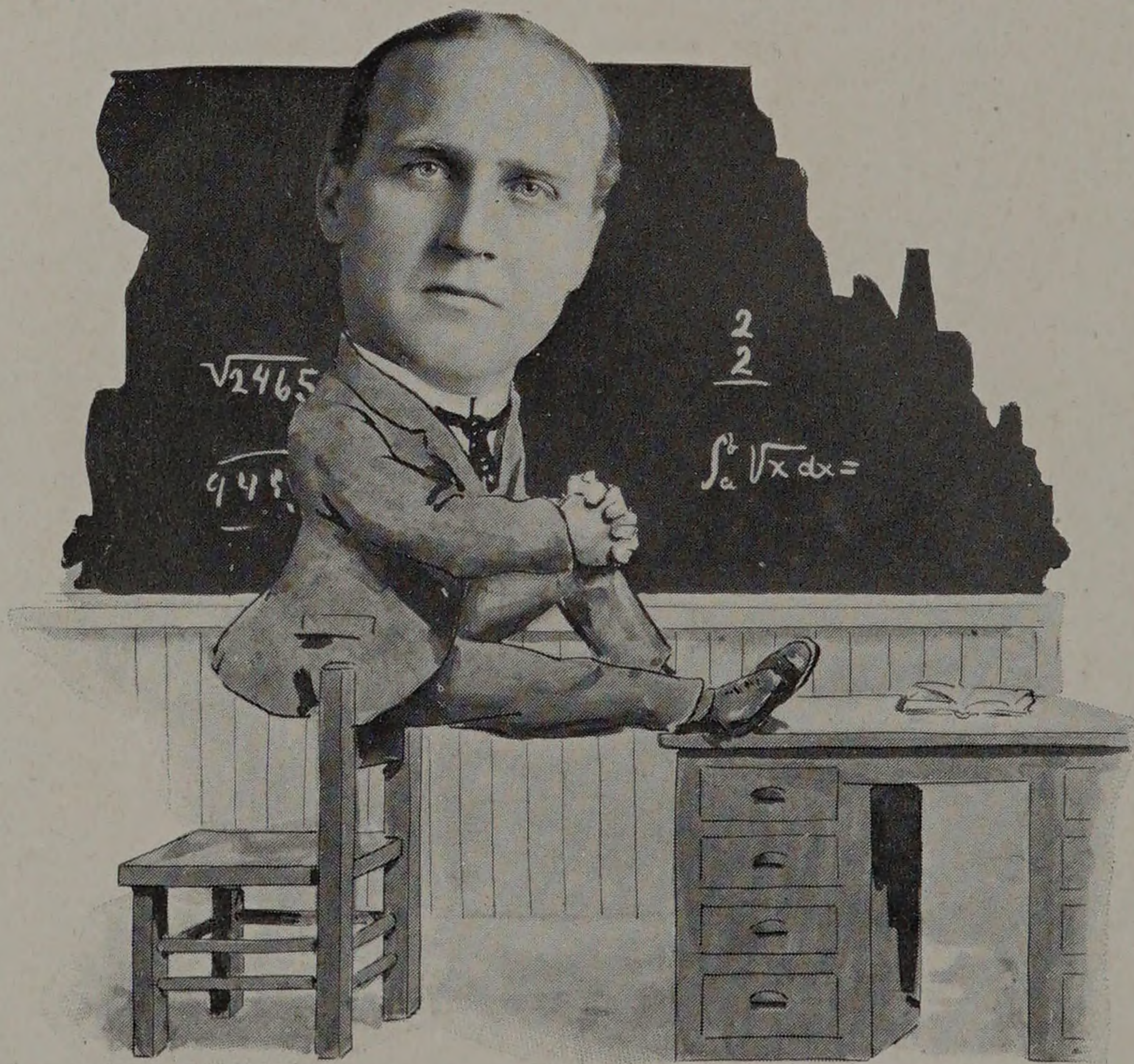


Armour Lyceum Bureau



I believe this hour was to be devoted to physics, but I see some are devoting it to something else. Now, we can't afford to do that. This is the hour for physics, and not for anything else. Now, to go back to the experiment, as I was saying—(Noise in the back of the room). Now (sorrowfully), someone is responsible for that. I don't know who it is, and I don't want to, but you may rest assured that if it occurs again that person shall leave this lecture for good, and he sha'n't ever come back. It seems to me anyone who is a Sophomore in college should have outgrown that period when he plays with a rattle. Now, as I was saying, consider the pendulum as—(Bell rings at the end of the hour). The class isn't dismissed; that's a signal for the instructor and not for the student. You need this demonstration more than you do a few minutes earlier at lunch. Now, as I was saying—(long pause). The class is dismissed.

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Well, what did we have for today? Hm! How did you come out? How many got them all? (No hands raised.) How many got four of them? (Still no hands raised.) How many got three of them? (Ditto.) How many didn't get any? (Many hands.) Just what I thought (disgustedly). You give a man's problem to a child and he can't do it. Well, what shall I do? I can go to some girl's seminary or convent and get a nice easy calculus, and then some of you will, maybe, show bursts of intelligence that are almost human. All of those that didn't get the first, pass to the board. (Whole class goes.) Take