

The Campus.

WE AIM NOT TO MOULD PUBLIC OPINION BUT TO SCRAPE THE MOULD OFF OF IT.

Vol. XIV., No. 4.

ALLEGHENY COLLEGE, MEADVILLE, PA., JANUARY 22, 1898.

NEW SERIES.

The Campus.

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ENTERED AT THE POSTOFFICE, MEADVILLE, PA., AS SECOND-CLASS MATTER

According to announcement, Dr. A. M. Courtenay, of the First M. E. Church, has temporarily assumed the role of professor in our institution, taking the place of Dr. Crawford, during the latter's absence, in Christian Evidences. Rev. Courtenay's method is highly pleasing to his large class. The elegance and graceful style with which he adorns his well prepared arguments make his edifying lectures exceedingly attractive and

valuable from an artistic standpoint. It is needless for us, as students, to say that we welcome Dr. Courtenay to a professorial membership in Allegheny, and feel complimented in being able to enjoy the services of such an able divine.

The *American Historical Review* for October, '97, contains a review of "The History of Methodism in the United States." The work itself is in two volumes, and the author is James M. Buckley.

Theological students, religiously inclined historians, and others interested, can get a good idea of the history by reading Dr. Perrin's review of it.

Elsewhere in this issue appears a synopsis of Dr. Perrin's address before the Beaver County Teachers' Institute, Dec. 28, 1897. Professor Perrin was engaged for two days of the institute to discuss the subject of history before the assembly of teachers. After his first address, the daily *Star* of Beaver, introductory to an abstract of the lecture, made the comment: "Dr. John W. Perrin, professor of history and politics in Allegheny College, occupied the platform in a most interesting and instructive address on 'The Meaning and Value of History.' Dr. Perrin is a rapid, magnetic speaker, and is booked to be one of the most valuable educators of the institute." With the kind permission of Prof. Perrin we publish an abstract of his speech, which we trust will be of interest to the students of the history and social science departments.

Regardless of the fact that the program of local events for Thursday evening, Jan. 13, was

pretty well filled before the unexpected announcement was made that Dr. J. S. Gibson, '90, would give his lecture on color photography to the students, on that evening the seating capacity of the chapel was not large enough to accommodate the crowd. Mr. Gibson has made this branch of physical science a specialty since leaving his *alma mater*, and is at present an authority on the subject of his lecture.

The election of officers for the local oratorical association quietly took place Friday, Jan. 13. Good men have been chosen for the various offices. It only remains to do a little hustling and we will be assured a successful preliminary contest.

The delegate who will represent us at the meeting of the inter-collegiate oratorical committee in Pittsburg, has not a few responsibilities devolving upon him. We always hope for the better and are content with the best if we can't do any better. We feel extremely proud of our position in the scale of oratorical excellence as determined by success in the Inter-collegiate Association, and should not like to take any chances of losing our oratorical reputation. We would advise our spokesman to tend seriously to business, which he undoubtedly will do, and carefully circumspect any plans or proposals which might directly or indirectly touch Allegheny.

It may be of interest to new students to note that Mr. Grant Norris, '96, captured first place in the inter-collegiate contest in 1896, while Mr. Paul Weyand, '98, represented us in last year's event, and attained honor for himself and the college by landing the second prize.

Those intending to enter the preliminary contest should be hastening their preparation, for, although the entries are not generally very great in number, the standard set is high, and only a thorough effort will achieve the desired end. By this, however, we do not mean to discourage any who are thinking of entering the contest, but would advise them to make the best preparation possible.

Literary.

Color Photography.

ITS PRACTICAL SUCCESS FULLY DEMONSTRATED—WITHIN THE REACH OF ANY AMATEUR.

On Thursday evening, January 13th, in the college chapel, Dr. J. S. Gibson, of New York, delivered a lecture on the history and present stage of development of the art of color photography. The lecture was illustrated by a large number of beautiful lantern slides, produced photographically in natural color, and in addition the beautiful experiment of superposing the fundamental colors in light was performed.

In giving a brief history of the art, the lecturer pointed out that there are three more or less distinct lines along which attempts are being made to develop a practical method of color photography. Prof. Lippmann's method based on the interference of light waves, is one of the most beautiful and exact processes that could be conceived of, but the picture produced had not sufficient luminosity, under ordinary conditions, and the manipulations are too complicated for the average amateur.

The second process is somewhat hypothetical as yet. In fact, no satisfactory results have been obtained thus far. Briefly stated, it is proposed to produce a selective nature in the photographic films, so as to secure mechanically a distribution of three dyes in such a manner as to reproduce the original coloring.

The Joly process, as it is called, Dr. John Joly, of Trinity college, Dublin, being the inventor, has proved to be the only really practical method; and this is for two reasons—the thoroughly scientific principles upon which it is based, and the simplicity of the manipulations. The history development, and a lucid explanation of this method, deals with far broader principles than does any other

method, for there is involved in this both a physical and physiological problem. The question is not only what is it that is seen, but how does the eye perform the act of seeing color as well.

After years of elaborate investigation of this subject it has come to be a thoroughly established fact that the eye presents the external world of color to the mind, not by dealing with every variety of color, each by itself, but by grouping all color into three classes, and that, too, according to the strictest kind of classification. Then, in the act of perception there is a reuniting, so that the original is faithfully realized. Or, expressed in technical terms, color vision is trichromatic in its function; there is a physiological analysis performed by the eye, followed by a subjective synthesis. Starting with this fact it was only necessary in devising this method of color photography to arrange conditions whereby a photographic analysis of light is secured corresponding (approximately) to the analysis made by the eyes. In other words, a picture is made by photography in such a way that a part of the eye's work of seeing color is already done for it, so that it proceeds with and completes the operation of color perception without recognizing the difference. It is not correct, however, to say that the eye is deceived, as due consideration of the matter will show.

It is fitting to state here that these physiological principles are practically identical with those used in the color process of Mr. Ives, of Philadelphia. There is one other physiological principle involved in the Joly process, and that is the equivalence of juxtaposition and superposition of colored light, as shown by these screens and this color mixer (illustrated). Briefly stated it is this, that juxtaposition of colors made to occupy a sufficiently small visual angle produces the same homogeneous derivative color that superposition of the same colors produces.

To come now directly to the practical form

embodying all these interesting but complicated principles, we have only to deal with an exceedingly simple contrivance. Any amateur who can do ordinary work fairly well, i. e., expose, develop and print a photograph, can make for himself any number of pictures like those shown on the screen, and very much better, if he has any artistic taste. All that is required in this (shown), called the outfit, which consists of a plateholder, containing the taking screen, which secures the photographic analysis before described; also a viewing screen, which provides the condition for the subsequent synthesis.

The picture obtained is in the form of a transparency, and is to be viewed with transmitted light. It can be used equally well as a lantern slide or transparency in the same way as the ordinary black-and-white monochrome is used.

Among the many charming pictures shown was a beautiful bouquet of American Beauty roses in a Wedgewood vase; the picture of the golf-player in his scarlet coat was also very fine; while in "Old Glory" even the silken texture of the folds was faithfully brought out.

The entire program was intensely interesting and enthusiastically received.

The college feels itself complimented in that it is the first institution of its kind in this country before which the most interesting and valuable scientific achievement has been shown. No doubt there are those in the college community who will be among the first to use the new process.

Any desired information concerning it can be had by addressing the Joly-Sambra Co., Montclair, N. J.

The Meaning and Value of History.

SYNOPSIS OF ADDRESS BY DR. J. W. PERRIN.
TAKEN FROM THE *Beaver Daily Star*.

The conscientious teacher in the presentation of any subject to his classes, is called upon to answer three questions: I.—What

am I to teach? II.—Why do I teach it? III.—How shall I teach it? In other words, before he is fully prepared to do the highest and most efficient work in the school room, he must know thoroughly the subject matter to be taught; he must know the psychological and pedagogical reasons for teaching it; and, finally, he must be acquainted with the most approved methods of presentation.

It is my purpose at this time to attempt in a very general way an answer to these questions so far as they relate to history, and especially the history of the United States.

I.—What is history? What is the history of the United States? The history of the United States is a single chapter in universal history, and one of the first lessons that the teacher of history should learn is that there is unity in all history.

As to conceptions or definitions there have been almost as many as there have been writers on the subject. With Augustine Birrell history is literature. He would define it as the artistic prose narration of past events. He would give to the novels of Scott and Cooper, the romances of Bulwer Lytton, the rank of history. But there is much in such productions that is not truth. Such an ideal precludes the attainment of that of Von Ranke, the greatest historian of the century, if not of all time. His ideal for the writing of history was "to tell the truth." Tested by the standard of Birrell, neither archæology and art, nor politics and religion are history, unless put in artistic prose narration.

A school to which belong the names of some of the greatest historical writers of our time regard history as politics; not politics in the narrow partisan sense in which the word is ordinarily used, but politics in that signification given to the word by Aristotle as meaning all that concerns the activity of the state. Prof. E. A. Freeman says: "History is past politics; politics present history." Freeman regards history as the science of man in his political character. A leading American

university that has done much to arouse an interest in historical study and has made valuable contributions to historical science has accepted this definition of Freeman as the motto of its historical department. Prof. Seeley, another English historian, and Prof. Lorenz, of Jenna, hold similar views; and Prof. Maurenbrecher, of Leipsic, declares that "the bloom of historical studies is politics."

A third and totally different view from that of Birrell and Freeman is being accepted by many writers and teachers. This is the view that history is economics. This school holds that "property, the distribution of wealth, and the social condition of the people are the underlying factors to be studied." The late Prof. Roscher, of the University of Leipsic, is the founder of this school.

A long list of names of writers holding views entirely different from those examined might be given. With Prof. Max Muller, history is the exposition of the growth of religious ideas. With Thomas Carlisle, the hero worshipper, and James Anthony Froude, his disciple, it is a stage on which a few great men Cæsar, Cromwell and Frederick the Great, or Luther, Calvin or Knox play their part.

Each of the ideals we have examined is in a measure true. History is literature. History is religion. History is politics. History is economics. History is biography. History is art. But it is more than any one of these. It is all these combined, and more. History is life. It is everything that pertains to the life of a people in its march of progress up to the full maturity of its powers, and down through its decline if it has passed that stage. "It is," says Von Holst, "the past, with posterity at its feet teaching its lesson." History is life, and that element in the life of a people that seems to predominate is the standpoint from which we must write. Historians have accepted the doctrine of Herder and have proclaimed the law of growth in human institutions. They have accepted the doctrine of August Comte: "Society is an organism." Buckle, in

his "History of Civilization in England," and John William Draper, in his "Intellectual Development of Europe," have tried to prove that history is the product of the laws of the physical world.

Prof. Droysen has given us a high and noble conception of history. He calls it "the know thyself of humanity, the self consciousness of mankind." A knowledge of all the stages of development through which a nation has passed is necessary to give that understanding that makes it possible for society to seek and realize higher ideals.

This answers our first question, "What is history?" What is the history of the United States? It is that chapter in universal history that has to do with the contributions this nation has made in literature, in religion, in economics, in politics, in everything that makes for the advancement of man, to the civilization of the world.

II. In passing from this first question to the second, "Why teach history in the public schools?" it should be kept constantly in mind that as we have answered the first we in large measure must answer the second. If our answer be that of Droysen, if it be that of Von Holst—if "history is the past with posterity at its feet teaching its lesson," a knowledge of its facts and principles is necessary for a clear comprehension of the problems of state life. History has a guidance value. It has likewise a disciplinary value. Taught even in the poorest way, it trains the memory. Taught philosophically it is an invaluable training in thinking.

The object of historical teaching is not to cram the minds of students with facts and dates. The value of history lies not in the possession of these. These are necessary, but they are not so valuable as the thoughts they should awaken. To study history is to study problems; it is to understand the principle of causation that runs all through history. To teach history rightly is to help students understand the great intellectual, religious, economic and

political movements that have given us this wonderful nineteenth century civilization. It is to help them see that there is law and order in these movements; that there is something more in them than what Frederick the Great called "King Hazzard." Admit that there is an element of chance in history. Its value comes not so much from a study of a probable line of events if the results of Marathon, Waterloo or Gettysburg had been different; or if Luther had been sacrificed at the Diet of Worms as was John Huss at the council of Constance; or if Cromwell had fallen at Edgehill instead of John Hampden, as it does from the study of the principle of causation in these events as they actually happened.

Finally, history has an ethical value. There is a tremendous morality in history. "All history," says Von Holst, "is one uninterrupted sermon on that text, 'The Lord is visiting the iniquities of the fathers upon the children unto the third and fourth generations,' the roots of the present lie deep in the past." Whatsoever has been sown by men and nations that also must be reaped. If they have sown the wind, they will surely reap the whirlwind. Back to the early days of the Roman empire must we go for the source of the evils that eventually resulted in the transfer of the Eternal city to the Teutons. Way back of the French revolution must we look for the germs of that mighty upheaval which overturned society and government in France and shook to the foundations every throne in Europe. Back almost to the establishment of Virginia must we go for the beginning of the institution of slavery, which almost destroyed this nation. These lessons are ethical. They are moral. They plead for political and economic honesty in the life of the nation. They plead the cause of the oppressed. They urge the nations of the world to a more perfect obedience to the ethical teachings of Him who was the most perfect of men, and more than man.

History is the best subject in the curriculum for teaching patriotism. Benedict Arnold and

Aaron Burr each has his lesson to teach, as well as the beloved Washington and the noble Lincoln. If we go to universal history, the ambitions of Alexander the Great, Julius Caesar, Charles XII and Napoleon I may be used to teach a different lesson. The self-sacrifice of Benjamin Lundy, Elijah P. Lovejoy and William Lloyd Garrison cannot be understood by pupils without inspiring them for better things than they have known.

The nation's sins will be visited upon its children unto the third and fourth generations. Children in the public schools, students in college, must be taught through history to love the good and hate the bad in the nation's life and the lives of the nation's heroes. They should be taught that true patriotism is the patriotism that keeps the nation's name unsullied. They should be taught that the greatest service they can render their country is to prepare themselves that they may intelligently perform every civic duty.

III. How shall I teach history? I have not time to say anything as to method. The historian and poet, Lessing, once said, "if the Lord God of Hosts held in his right hand all truth, and in his left hand all the strivings after truth, and should say to me, choose ye which ye will, upon my knees I should fall and exclaim, give me, Oh Lord God of Hosts, give me the strivings after truth." To you, teachers, I say, so teach history as to give your pupils strivings after truth. So teach it as to cause them to aspire to realize for themselves all that is noblest and best in human life.

Dr. J. W. Jenks, Professor of Economics at Cornell, delivered a series of two lectures in the Adin Ballou course of the Unitarian Theological School, Thursday and Friday evenings of last week. In the opening lecture Dr. Jenks attempted to define the state and the duties of citizenship.

The state is simply we ourselves acting for ourselves along certain lines. It is utterly

impossible to draw a line between our public rights and our private rights. It is utterly impossible for a person to be a good citizen who is not a good neighbor. The scope of the state's activity is a very simple one. The principle is this: The state shall do whatever the majority in the community deem best. As regards the method in which the state shall act, we have a more difficult question. The state works upon us through the individuals who deal with us in public affairs.

"The duty of a corporation lawyer is not to keep the corporation from violating the law, but to keep the law from injuring the corporation, to instruct the trust how to evade the law."

The state touches us through our office holders and legislators. It is round about us. We must, as citizens, do our duty through these men. We act politically for our own benefit. The appeal in campaign literature is to the individual interests of the voter. Hardly five per cent. of the voters really try to think out the issues of the day. A great portion of the people who join our churches join them as they do our political parties—they do as their fathers did. A large proportion of voters are not doing their duties as citizens. The most powerful motive in our social and political life is inertia, this physical and mental inertia. It is the inertia of the average voter which gives the boss his power. Comparatively few voters attempt to do their duty from motives of the highest patriotism. People who are real patriots in these days are comparatively few. We can make a start toward the millennium but must not be pessimistic. What is true with the individual is true with the state. Through the many mistakes, the progress is upward in its zig-zag course.

In his closing lecture, Prof. Jenks spoke to a good sized audience on the pro's and con's of the trust question, and attributed our industrial and political evils, in a great part, to a maladjustment of the social relations. Men are selfish and the general idea of life is to

secure wealth. We should aim higher, learn to be less partial and more tolerant.

Prof. Jenks had a plain, easy conversational style which won the admiration of all present.

Local.

Go to Tordella for Candies, Fruit, Ice Cream, etc. 1y*

New rules for the Hall.

Ten per cent. disabled.

Parties not so numerous.

Dancing almost prohibited.

Basket ball is now on the slate.

Increased gymnasium attendance.

McDonnell—"I don't know as I do."

Numerous new students. Help them get acquainted.

If you sing, manifest your interest by joining the Glee. Crosby will give you any desired information.

Miss Mann (on seeing the shades for the new Welsbach burners at the Hall), "Oh, how lovely! New pie plates."

Observed on the schedule of a college student: "Would have had more hours but for Miss Spaulding and elocution."

For an accurate statement of the immediate condition of solubility of the extreme outside layer of the earth's crust, watch the Sigs' shoes.

Among the latest rules at the Hall are the following: Young ladies must not leave their rooms from 7:30 to 10:00 p. m. They must not come down late for supper, and are obliged to attend Vespers.

The Oratorical Association elected the following officers: President, A. D. Horton, '98; Vice President, Miss Mary Breene, '99; Secretary, J. E. Roberts, '01; Treasurer, E. G. Rohrbaugh, '00; Delegate, T. I. Bordwell, '98.

Porter was heard to wonder whom he would take to the *Quintilian*.

Prof. Ross—"What is ophthalmology?"

Buzza—"The science of the dead."

Echo from English II—"Force may be gained in style by the use of striking *epitaphs*."

Homer Potter, '01, was called to his home in Corry on Monday, the 10th, by the sudden death of his father.

The artistic and graceful manner in which Bryan stows away his long, dark locks beneath his collar is especially noticeable.

Dr. E. L. Rice made a hurried business trip to Delaware, Ohio, Friday, Jan. 14.

The joy of the Geology class was transformed into something else when the Doctor announced 56 pages for Saturday.

Miss Mann (to Miss Crawford, who has been presented with a pistol Christmas)—"Do you keep it loaded?"

Miss Crawford—"No, but I have plenty of *capsules*."

Dr. Rice is authority for the statement that he no longer dares to make more than one announcement a day in chapel, for fear of the pointed pen of that CAMPUS man. Let the good work go on.

Mr. Paul Sturtevant spent Sunday, the 9th, at Phi Gamma Delta Place. Mr. Sturtevant left on the 13th for Washington, to resume his duties as private secretary to his father, Hon. J. C. Sturtevant.

The unfortunate occupants of $\Phi \Gamma \Delta$ House and all persons living in the neighborhood are willing to testify for the benefit of Miss Spaulding, that Hart and Porter practice their elocution exercises the required length of time each day.

WANTED—TRUSTWORTHY AND ACTIVE GENTLEMEN or ladies to travel for responsible, established house. Monthly \$65.00 and expenses. Position steady. Reference. Enclose self-addressed stamped envelope.

The Dominion Company, Dept. V., Chicago.

Robert Ray is quite ill at his home on Diamond Park.

We call the attention of the students to the following lectures which will be given on the dates mentioned, in the Unitarian Church: January 23, The Greek Philosophers, Prof. N. P. Gilman; January 30, Greek Influence on Christian Thought, Prof. H. H. Barber; February 6, The Rise and Influence of Rome, Rev. W. I. Lawrance; February 13, The Jews in the Middle Ages, Prof. J. W. Thomas; February 20, The Moors in Spain, Mrs. W. I. Lawrence; February 27, Scholasticism, Rev. Chas. E. St. John; March 5, The Cathedral Builders, Rev. W. I. Lawrance; March 13, The Mediaeval Mystics, Rev. H. H. Barber; March 20, The Renaissance, Prof. J. W. Perrin; March 27, The Renaissance in Religion, Prof. J. W. Perrin. All cordially welcome.

"Did you have any business at the office Friday afternoon?" asked one student of another. "Well, if you didn't, then you missed one of the sights of your life." And truly it was a scene fit for the gods. The committee on excuses from drill and gymnasium was holding its august sitting, while out in the hall roamed an uncounted multitude of poor, infirm creatures, who all swore that they were physically disabled. Roamed, well that's hardly the word, for they were packed in so closely that a physical act of that sort was impossible, but they spent the time comparing notes and cultivating either a consumption cough or a haggard expression. Here some great, stalwart Hercules was telling an admiring circle of students how ill he was and recounting his list of diseases, while in another part of the hall an immense lusty farmer boy, who was certainly able to follow the plough for days and not be tired at all, was giving an excellent exhibition of a pitiful limp to an applauding crowd of envious spectators. Prexy and his three faithful henchmen in the office waxed hotter and hotter as they heard the excited cries of the surging mass on the other

side of the door. But all things must have an end, and so at last the committee came out of the office, sadly locked the door, and wended their way home—no longer the same men that they were when they entered that room, but a quartet of disconsolate fellows, who, because of that painful experience, had well nigh lost faith in earth and heaven.

The first basket ball game of the term was the event of Tuesday evening. Referee Masters threw up the ball for play shortly after 8 o'clock, and the game was on. It was agreed between Captains Haas and Burdge to play the game by thirds, with two ten minute rests. In the first third Burdge and Borland distinguished themselves by the manner in which they worked together, to the utter amazement of their opponents. Time was called with the score 10-3 in our favor.

In the second third, play was slow and uninteresting on the part of Allegheny, when Haas and Rice, who deserve especial mention above all others on the Olympian side, seemed to improve their opportunity by increasing their score to 10 as opposed to our 13.

The last third was fast and furious. Allegheny went in to raise their total into safe quarters. English dropped out and Hale was substituted. Haas had his side injured and time was taken out to allow his recovery, as his retirement would have undoubtedly demoralized the Olympians. At this stage of the game Borland again showed his ability by his wary dribbling and accurate throwing, making four more goals from the field. Limbert showed his practice in throwing on fouls.

The teams lined up as follows:

Olympian—13.	Allegheny—22.
Haas, Capt.....	Center.....
Brock.....	L. F.
Rice.....	R. F.....
Pathey.....	L. G.....
Wilcox.....	R. G.....
	Burdge, Capt.
	Limbert
	Borland
	Hale, English
	Culbertson

Goals—Borland, 7; Burdge, 2; Haas, 2; Rice, 2. On fouls—Haas, 5; Limbert, 4. Referee, Masters. Umpire, ——. Timekeeper, Ellsworth.

Kicker's Column.

SQUEALERS.

Careful statisticians have shown us that if all the newspaper articles which have been published about mean men were placed side by side, they would reach from Bentley Hall to the postoffice. If all the articles which *should* be prepared concerning that prince of mean men, the squealer, were placed in a like manner, they would reach from Bentley Hall to the postoffice, back again, and still be long enough to tie into a beautiful double bow-knot. Of all the low, mean, despicable, contemptible men who disfigure the face of this earth, the lowest, meanest, contemptible one is the informer.

A compilation of the entire outfit of scurrilous adjectives of a Webster's Unabridged Dictionary would be woefully inadequate to describe that student who grasps you heartily by the hand, wins your friendship, learns your plans, and then goes and reports them where he thinks the information will be most desirable. Just picture to yourself our friend, the enemy, as he knocks at the pearly gates and asks admittance.

As St. Peter briskly slams the gate, we hear the forceful remark: "Elevator third door to right. Down trip in four minutes." But how different is the picture down below. Without delay he falls through a trap-door and drops gently into satan's private office, where he is to learn the degree of his future temperature. At sight of him, satan presses an electric button and inquires how the heat is for the 33d degree. The office boy goes out, glances at the thermometer, and announces "4297 above, sir." Satan frowns and murmurs, "Too low." His brow darkens, he buries his face in his hands and weeps. At last through his sobs he manages to say: "Young man, take my job, you're worse than I am."

There are a few of these squealers at large among our student body. They report your every footstep, especially if you do it to music.

They seem to know your thoughts beforehand, and are able to make use of them for their own aggrandizement in the eyes of a few.

They deserve to be carried from the campus on the top rail of a barbed wire fence.

How willingly would some of us ordinary sinners sit upon our own personal pile of burning brimstone, if only we might see satan grab our favorite squealer by the seat of the trousers and the nape of the neck and hurl him into the depths of some newly devised, double-heating apparatus. '99.

Y. M. C. A. Notes.

Three new members have been received into the Association thus far this term.

Saturday evening, January 22, Dr. Thomas is to lead the young men's meeting.

The Bible classes began study Monday afternoon, under Profs. Ross and Homer.

Attention is called to the Y. M. C. A. reading room. Although the periodicals are not very numerous, those that we have are first-class.

Y. M. C. A. men are anticipating, with a good deal of pleasure, the coming of State Secretary Chas. W. Harvey and his friend Brockman, who are to visit us Saturday and Sunday, January 29 and 30. Allegheny is fortunate in that we are one of the two colleges in Western Pennsylvania, which Mr. Brockman is to visit.

Alumni Notes.

Arthur Jones, ex-'97, is in business in Pittsburg.

B. A. Heydrick, '93, is teaching at Millersville, Pa.

Miss Josephine Heydrick is librarian in South Norwalk, Conn.

Rev. M. A. Riggs, '90, is pastor of the Beaver M. E. Church.

J. C. Sturgeon, ex-'62, of Erie, was a visitor at Chapel on January 4.

Miss Julia Schoenfeld, '97, is studying medicine at the University of Toronto.

J. E. Henretta, '97, is teaching Latin and Mathematics in Waterford Academy.

On January 3, Frank Thomas, '85, was installed as Judge of Crawford County.

W. W. Youngson, '91, of Portland, Oregon, was married to Miss Ida Hanna Fassell.

E. A. Humeston, ex-'00, of Bucknell University, was a visitor at college on Jan. 4.

John L. Danforth, '92, of Warren, Pa., recently visited at Phi Gamma Delta House.

F. A. Dowthett, '93, is superintendent of the Thompson Run coal mines, near Ellwood City, Pa.

Frank C. Bray, ex-'87, is on the staff of the *Literary Digest*, at the head of the political department.

Earl C. Lindsey, '97, is the successful pastor of the Pacific Avenue M. E. Church, Pittsburg, Pa.

Prof. W. H. Gallup, superintendent of the New Cumberland, W. Va., schools, is to be one of the faculty of Wooster University summer school of 1898.

The Meadville *Morning Star* of Jan. 4, in its court news, reports that James E. Henretta, '97, has passed a successful examination for admission to the Crawford County bar.

Preston W. Beazell, '97, of the Pittsburg *Leader*, recently delivered an address before the Epworth League of the Pacific Avenue Church, Pittsburg, on "How a Great Daily is Made."

The joint meeting of the Economic Association and the American Historical Association, which met at Cleveland, O., Dec. 29, was opened by a paper on "Historical Studies in Paris," by Prof. Charles H. Haskins, '87, of Wisconsin University.

John A. Gibson, '91, Superintendent of the Butler schools, spent two days in this city last week, utilizing most of the period of his short visit inspecting the methods of the Meadville school system. Prof. Gibson accompanied his brother, Dr. J. S. Gibson, who favored the students with his lecture on Color Photography.

The College World.

Exchanges.

"The ever wakeful echo here doth dwell."—Fay.

Columbia will open up her new gymnasium in February.—Ex.

The Christmas *Olio* is put up in a very neat and attractive cover.

The December *Rose Technic* contains some interesting reading matter.

Education is the only interest worthy the deep, controlling anxiety of the thoughtful man.—Wendel Philips.

The University of Pennsylvania claims to have the oldest graduate in America. He is James Kitchens, of Philadelphia, 1819.—Ex.

An Ann Arbor student says they have two rules, namely: Students must not burn the college buildings nor kill any of the professors.

At the University of Michigan trees are planted as memorials of the graduating classes instead of ivy, as is generally the custom among eastern colleges.—Ex.

The holiday number of the *Washington-Jefferson* contains large cuts of their Glee, Banjo and Mandolin Clubs, besides the abundance of useful reading matter.

Every student upon entering Kansas Wesleyan University is required to add the price of the college paper when he pays his tuition. In another school each male student is required to pay an additional three dollars for the maintenance of athletics.—Ex.

Prior to this year Johns-Hopkins University has never possessed a college paper. The board of trustees has recently authorized the publication of a college paper by students.—Ex.

California is the only state in the Union which has more than one college daily. The daily *Californian* and the daily *Palo Alto* are published at two great universities of that state.—Ex.

According to biographical statistics in the United States the college graduates who have become distinguished outnumbered those who are not college graduates in the ratio of 250 to 1.—Ex.

The anarchists of the East have established near Cornell a "School of Anarchistic Economics," in order that "such a school might be near a university to expose the enormity of the errors taught in those institutions."—Ex.

A new weekly exchange on our list is the *Central News*, of Richmond and Louisville, Ky., published by Central University. It is an excellent paper, and contains very interesting accounts of all the happenings of the university, and we regard it as a valuable addition to our list.

Total fatal accidents in different branches of sport since 1894 :

Swimming	1,350
Boating	986
Hunting	654
Bicycling	264
Horseback Riding	333
Ice Boating	22
Base-ball	6
Tennis	4
Golf.....	2
Foot-ball	11

—*The Pennsylvanian.*

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