

THE CAMPUS.

"INTER SILVAS ACADEMIAE QUAERIMUS VERUM."

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LITERARY.

*THE 146TH BIRTHDAY.

Foremost of men! now in the rolling year
Comes the fair rising of his natal morn.
We leave our common ways and pause to hear
Anew the honors that his name adorn.

The arm that Freedom's sword flashed o'er the field
At Princeton, long is laid in mortal dust;
The voice that thundered when his heroes reeled
At Monmouth, long in marble silence hushed.

Gone are the men that at his side did stand,
Bow for his word and hasten to obey;
Even the children raised to kiss his hand
And proud thereafter, all have passed away.

Why then revere him, we who never saw
His port too kingly for a bauble-crown?
His gentle eye and mighty, now to draw
An infant's smile, now blast a traitor down?

High in the Northern blue the Polar Star,
While others rise and set and come and go,
Flings from its steady place its radiance far
O'er all the starry streams that round it flow.

So while the nation's changeful years go on,
The sunny fulness of the great man's life,
Still warm and golden, falls perennial down
To guide and brighten every noble strife.

Not what he did, but was, our thoughts shall fill,
The meekest, manliest of the mighty gone,
Renouncing self, controlling self and still
On self relying, and on God alone.

When loss and doubt shut dark on every hand
And men were false, he bowed himself in prayer;
When victory flushed like dawn upon the land,
His thanks went heavenward on the morning air.

So gentle and so strong! so pure and true!
The flower of knightly grace, yet unaware
Of his own virtue! this alone he knew,
That a great burden was on him to bear.

Fully he bore it! pause we well to see
How did the brave, the wise, the faithful blend
To form one man in one land's history
As glowing hues in heaven's one rainbow bend.

And, as we gaze, might some transforming power
Make us like him as he the Perfect One
Was like, that we in duty's common hour
May do and bear as he has borne and done!

A. B. H.

*Written for the 22d of February.

CUI BONO?

What is a well educated man? The student entering college will say it is he whose mind is stored with useful information of every sort, and that he is the best educated, who, like the Cyclo-pedia Britannica can give all the information, on any subject you may possibly desire. Many an ambitious youth begins with the idea that he will know ev erything that is knowable, he will never have need of a book of reference after he has graduated; but before he has finished his course, the truth will flash upon him time and again, that there is great vanity both in the definition and in the aspiration. He will gradually settle into the convictions that the best cultivated is he, who has each of his mental and moral powers developed to its fullest extent, so that he is able from the truths and principles he knows, to draw the most correct conclusions. Observation will teach him that the best informed are often those who cannot think for themselves, because they are so imbued with the views of others that they have no room for independent opinions.

Our college curricula have been wisely arranged to keep these two distinct and well defined objects clearly in view, and to make a due allowance for each. Some branches, as analytical geometry and calculus, have little or no practical value, but are universally acknowledged as powerful agents in mental development, while others, as history and English literature, have no utility as means of intellectual discipline, but are still indispensable to a well informed man. Everything in the whole college course lies somewhere between these two extremes. The general tendency is, however, to consider the matter studied the primary object and not the mental growth, even with these subjects, which avail little in every day life

This happens because it is so easy for the professor to teach the student to memorize, and so difficult to train him to think. A glib tongue and good retentive powers are often, even in the most difficult studies, made to pass for profound thought.

To the novice, who does not even know that there is such a thing as mental discipline, the so called practical is especially attractive. He wishes what will be the most helpful for business, "Let teachers and preachers study Latin and Greek; I will study French; for may I not visit Europe, and meet those who speak it, and is not this country filled with foreigners, and will I not read French literature?" Triumphant in this decision he makes his selection, and after graduating, without a trip to Europe, settles down in some little town where Frenchmen are a curiosity seldom seen, where even when he finds one, his French is so rusty and the foreigner's English so bright that he is ashamed to use it; he discovers too, that everything valuable which he fondly imagined he would read in the original, is translated and is much more enjoyable in his mother tongue. Since memory is so treacherous, let us see to it, that when the facts have faded the strengthened mental powers shall remain; for the ability to think, like the act of swimming, if once acquired is never forgotten.

Before entering upon any department, facilities should be afforded everyone to examine carefully the reasons for the pursuit of the same. It seems to me that the catalogue of every college might contain a tabulated statement of the four years' work, representing by figures the relative value of each part; first, as to the information it contains irrespective of the subsequent profession, for he must remember that the curriculum is not made to fit any special occupation in life; and secondly, as to its disciplinary powers. Upon inspection of this, one could ascertain just what results he might anticipate from a conscientious application to any branch. He would know what the experience of others had shown to be the real value of each, and often those that he looked upon as the most desirable would, when seen in this light, be chosen as the most profitable not only

for practical life, but for the development of mental strength.

He who has learned the superiority of rigid analysis to mere memorizing, and has the moral stamina to carry out his convictions, has something which will be more to him than many sciences; just as he who will solve his mathematical problems with a key, or translate his tasks in the languages with an interlinear, has completely lost the idea of a higher education, and will never know what it means.

Politics, religion, social economy, everything is full of difficulties which can be cleared up by the same power, which will work any algebraic example or unravel the mysteries of a difficult Greek sentence. No one well educated should hold a single conviction or belief which he has not established upon the solid foundation of reason and common sense.

The solution of the problem of all honest success in every profession and occupation consists in the ability to think; to think clearly and accurately.

CRITICISM.

No man is perfect, nor indeed, can be. All do not think alike, have the same tastes, the same degree of culture. Everything must come up to a standard of right or wrong, correctness or incorrectness. It must be on one side or the other. Hence a difference of opinion is nothing strange in a world made up of widely differing mortals. This difference, however, is only a spur to the steed of progress. If all thought alike there would be a world's stagnation. Differences provoke discussions, and these lead to grand issues, keeping up life and enterprise. There can be no criticism where there is no opposition in some point. When this difference does exist, it is pleasurable to let it be known, especially in a land of free thought. Thus arises criticism in the common acceptance of the term. Strictly, it applies to master judgment passed on superior reasoning; but the subject admits of broader meaning, without technical verbiage.

Commonly, who are the critics? Are they an

honored, superior few, or the world-wide miscellaneous many? A response to this question is exceedingly easy, when it is observed that, in some way, each individual person has many criticisms to make on his brother. There are no exceptions to this rule; hence all are critics and all are criticised. It is conceded to be a universal right, an enforced concession, too, for it *is* so, whether conceded or not. There are and have been attempts to define its limits, to trammel it, to smother it down, but these only retard the slow approach to perfection. Wherever the free expression of thought is prohibited, there is a deplorable lack in civilization. Haughty rulers may do all in their power to suppress it; but in the end they fail. The laws of nature will come to the surface, burying deep the cringing laws of bigoted men. Criticism, therefore, cannot be overcome. It must have a place in human history. There is no land where criticism has the broad sweep it has on American soil. It is not a high crime to give personal views of officials' capability to rule. The President in the White House is not behind a protective screen; the Statesman, though high in merit and true worth, is not exempt from the assault of critics. His weak points are sure to be censured. The minister of the gospel must bear his share, and who does not? The learned professor, as well as the district school-master; the scholarly philosopher, as well as the rural ignoramus; the literate and the illiterate; the high, the low, the bigoted and the humble, all must be subjected to the trying fire of earnest criticism. Is this not one of America's glories? Is it not the moving power of modern advancement and culture? Let the voice of criticism be hushed on freedom's soil, and republicanism wanes.

It is, moreover, a consolation that not all criticism is brought home to self. It wounds one's sense of honor to have defects clearly pointed out. Natural disposition is averse to opposition of views, chiefly when such views are the result of careful study, and as soon as known they provoke to repleant measures. This, of course, is proper, if done in the right spirit. There is a right way

and a wrong way of taking a criticism, and there is (sorry to say it) a way of not taking it at all. A criticism ought to be first carefully considered before condemning it, but, how many condemn first. If it cuts, remove the disease and the pain ceases. If it be just, profit by it, take steps towards the removal of the defect. There should always be an appeal to reason, before there is a resort to retaliative measures. It is a true mark of literary manhood, to take well a good criticism, even if it does humiliate. There are men of influence who take as an insult anything which reflects upon their way of doing things, and that, too, even when it touches upon the rights of others under their control. To be displeased because a few objections have been stated against personal procedure, is unreasonable. Fault-finding is not always a vice. If faults, defects, do actually exist, let them come to the light; it matters not where they may be found, whether in august assemblage or the common rabble; whether in authoritative personages or the humble subject. No man should scorn the reformatory agency of criticism, rightly given. To shuffle it aside is only an evidence of suspicion. It should even be encouraged, not censured; applauded, not defamed.

QUIS.

USE OF WORDS.

A correct use of words can be secured only by painstaking practice. Skill in handling tools comes of their constant use in the hands of one determined to excel. The ax in the hands of the boy and of the expert woodsman tells the whole story, and points a moral for those who need to use other tools skillfully. The bold, strong strokes of the chopper, the skillful rolling of the hammer on the anvil, the more delicate manipulations required in the finer work of other artisans and of artists, all tell the story of intelligent practice.

If a boy must spend months to learn to handle the hammer and tongs with sufficient ease and accuracy to make a horse-shoe nail, why should he expect to be able to use words accurately and forcibly without such drill? The artist spends

months and years with the pencil and brush before he trusts himself to make a portrait; yet it is thought that one can make a word picture, a more difficult task, without any such preparation.

Words are the tools of students and scholars, and their selections and proper construction into sentences, may well occupy the time and engage the thoughts of the most scholarly, and must engage the attention of the young if they would be able either to think accurately or express their thoughts clearly.

Putting out of sight, for the time, the question of discipline, taste and culture, and the study of language for these and similar purposes, such control of our tools as is essential for the accomplishment of our work with them, requires constant practice accompanied with ambition, to excel, and directed by careful observation of their use by master workmen. Knowledge comes of observation; skill of practice; both are essential. The unpracticed hand becomes unskillful. The unused tool becomes rusty. To have studied grammar, or the spelling book and passed examinations, and secured a record and classification are good as far as knowledge has been retained as the result of such study, no farther. But the young man who trusts to these as evidence of his ability to use good English, or spell correctly, will find himself mistaken when he is put to the test, and when it will be a disgrace to fail.

The only means of success in this matter is constant practice, regulated by intelligence and corrected by standard authorities. The standard should be higher than the transient literature of the daily newspaper. By drawing the perceptive faculties are quickened, and the observations of form and distance stimulated. It is only when we are constantly reproducing forms that we acquire the habit of observing them. So with words and constructions. Observation becomes a living power when one is in search of material demanded for daily use, and only then. One cannot expect to become a master in this art of arts without long-continued drill. And this must be mainly his own work, as no one can acquire the skill for him. The only danger is in perpetuating

our own faults from lack of a proper ambition, and from unwillingness to observe the usage of admitted authorities.

DRAWING OUT.

Educational writers and lecturers are wont to warm with enthusiasm over the derivation of education, from the Latin *e-duco*, to draw out, to lead forth. Here, they too, discover the foundation principle of teaching, and straightway picture the teacher as a drawer out of mind, a leader of intellect. On this idea of drawing out, they construct beautiful theories on scientific (?) principles; as a natural result this class of teachers lay great stress on questioning and probing for knowledge; recitations are successful in proportion, as they draw out the accumulations of memory. In fine, the pupil is placed on the witness stand, and what the court can get out of him, is recorded and another witness called; when the judge sums up the case, it may stand "30" or perchance "40" but "it is all it is worth." But the secret of educational methods does not centre in *e-duco*, but in *ed-uco*, a verb of the first conjugation, meaning to nourish, support, culture, *educate*.

A gardener takes a plant in care, he performs his duty in surrounding it with the conditions necessary to growth; he sees that it has proper soil, moisture and temperature, and knows that growth must come in consequence; some condition may require that he transplant or prune it, but the office of nourisher, supporter, is his peculiar work. Were he to limit his duty to going into the garden, at stated periods, and measuring the plant, and leaving the conditions of growth to its own direction, all would laugh at his folly.

In the main the relation of teacher and pupil is the same as that of the gardener and his plant, any difference is in degree more than in kind. A teacher finds under his care a mind endowed with the principles of growth, and his distinctive office is to see that the conditions for the exercise of these principles are made available. Previous education may have been at fault, and not unlikely some branches have shot out that must

be pruned; what this pupil most needs of a teacher is not to tell him what to do, or what ought to be done, but *how* to do it.

Doubtless he has ability for study, but does not know how to apply it; to be required to study a given number of pages is likely to be a blind task to him; he has the will to do, without the necessary knowledge, and after hard, though unprofitable work, he comes up to the recitation to be measured, and the folly of the foolish gardener is repeated. He is ignorant of how to bring the peculiar powers of association, analysis and reason to his aid—in other words, he needs to be taught how to avail himself of the various educational means within his reach. The connections and relations shown in the reproduction of knowledge, are a pretty sure index of the manner in which it was acquired. If partial or disconnected facts or principles form the bulk of an industrious student's recitation, it is highly presumable that he is cramming for the occasion or studying in a wrong manner; in either case what he needs from a teacher, is not simply to tell him he is wrong and mark the effort accordingly, but to have his errors, whether of fact or method, corrected, and the violated principles pointed out so clearly that he will have no occasion to commit the same error again; the powers of his mind need to be led out, as one would encourage the tottering steps of a child just learning to walk.

If a teacher cannot, by his advice, tact and fund of experience, lead a pupil to economic and natural methods of study, and inspire him with motives higher than to pass the standard of the class room—with that particular pupil he fails. If on the other hand, he can show the pupil how to turn his efforts into *culture*; if he can bring him into sympathy with nature and nature's methods, so that he hears her voice and sees her hand beckoning him on at every stage of his progress, the work of that teacher passes the measure of value.

ALPHA.

Girls whose opinions about such things are always valuable, say that there is too much shirt collar and too little young man in the present fashion to suit their taste.—*Ex.*

PONGO.

Pongo was a live Gorilla. He is dead. About three years ago he was taken from his sportive companions, in the delicious retreats, on the banks of the Gaboon, in Western Africa; was sold by a native for two gallons of rum, and eventually became the property of the Berlin Aquarium, where he was valued at five thousand pounds. Last summer he made a visit to London, and all other visitors to that city were eager to pay their compliments to Mr. Pongo.

Evidently he was a very fine specimen of a gorilla. Full grown, he would have been over six feet high. He could not walk erect, but it was hoped that a few more years would so strengthen his backbone, that he would assume a more manly carriage, and not use his hands in walking.

He would play with children, but was bashful in the presence of adults. His chatterings were so full of meaning that one might think he were trying to tell whether we were any kin to him or not.

Those who saw him declared that they felt more as if in the presence of a human being of the unintelligent class, than a brute of the intelligent order. He would take a bottle of wine, tip back his head, and drink the contents with as much apparent satisfaction as the animal who has a stiff backbone. His food and appetite were similar to man's.

Although he was not yet four years old, he had made rapid advancement and the possibilities connected with his growth and education, had caused the believers in our descent from monkeys, to stand almost breathless.

For a long time have the theories of those who would prove to us that our ancestors were apes, and that we are only a "survival of the fittest" apes, seemed to hang on the finding of the "missing link" between man and ape. They confidently expect that something will be developed near enough like both, to assure them that they were originally the same. The gorilla resembles man most of all the apes; to the gorilla they must look for the fulfillment of all their hopes. If he

can be brought under educational influence, he may prove to be the missing link. Two difficulties oppose themselves—the gorilla is very hard to be taken alive, and when he is caught and removed from his native climate he seldom lives long enough to perfect even an experiment.

Pongo had passed one northern winter, and bid fair to live through a second, and his friends were in high glee; they reasoned thus, that the surest proof that a caterpillar becomes a butterfly is given, when a chrysalis is kept under the proper conditions and we *see* it transformed. If, now, Mr. Pongo can be cultivated and taught to become affectionate, social, moral and thoughtful, from association with affectionate, social, moral and thoughtful beings; if, some morning he can be seen walking upright, a real man, even of a low type, then the whole world will be convinced. Pongo himself shall tell the story of our origin.

Doubtless the whole world would have been convinced, if this had been done, but the sudden death of Pongo has prevented it all. We are sorry for his friends, sorry for the loss to the Berlin Aquarium, and the loss to the scientific public. If any of us are so fortunate as to visit Berlin, we will be pointed to the stuffed skin of Pongo, the gorilla that would have illustrated the Darwinian theory, if he had not died.

THE COLLEGE AND THE ALUMNI.

The college is a mother, the alumni are her offspring. This is the true relation. The duties of each toward the other should be regarded from such a point of view. It is unfortunate for each if this at once parental and filial tie be forgotten. The institution is unworthy of public patronage and sympathy which does not follow with interest, and solicitude those who go out from its halls. As a mother faithful to the last, the college may not deem her obligations severed when Commencement day is over. She is pledged by her natural relation to rejoice at the triumphs of her sons or be sad when come tidings of defeat and failure. Her preference within the limits of propriety, are to be given to her own children; her influence and power are to be exercised in their

behalf, in bringing them to the front and helping them to position and prominence in life; this is the bounden duty of every college mother.

But this relation begets reciprocal duties. It has been said with truth that a college is known by its alumni. Is it the duty then of the college to maintain a high standard of character and scholarship, that her alumni may not blush for her, so in turn it is the sacred obligation of every alumnus to strive in his life to honor the institution whose degree he has received; is it the part of the college to be ever mindful of the welfare of her sons, so are they to earnestly seek her prosperity; is it the duty of the former to extend the helping hand whenever she can, so are the latter by word and act to manifest their devotion to alma mater. Let us to the application of the above truths. Our own college is not unconscious of the hundreds who represent her in the fields of usefulness; she is not heedless of the honors they have received; she does not forget that her alumni sit on the bench, stand in Congressional halls, fill the professor's chair, are eminent in medicine and adorn the pulpit and the bar; the names of her elder sons are mentioned in her halls to-day and are known to the present student there.

But earnest effort is being made by those in immediate charge of her interests to give to Allegheny College, a larger measure of power and influence. We believe the tide is rising; the present gives earnest of a future which shall transcend the past. The sky looks hopeful; there is to be no relaxation of effort, until we have measured many lengths in advance. In this hour of opportunity, the college is looking to her alumni; she is listening to hear their words of encouragement and cheer; she is looking to see their helpful acts; she is expecting the outward manifestation of their interest and devotion; may she not listen, and watch and expect in vain, but let all who owe her allegiance and love, concenter prayer and effort upon the hour, and we shall see our hopes surpassed.

Prof. (assigning a lesson in Meteorology); "Well," (with considerable impatience) "you may begin at Chap. VI, and go to Thunder."—*Carthaginian*.

THE CAMPUS.

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HOLIDAYS ARE always in order. If there were any objections to the twenty-second of February being observed, they were unanimously overruled. The exercises held in the chapel in the evening were in every way fitting to the occasion. The literary productions were excellent; one noticeable feature was the absence of all grandiloquence and exaggerated epithets so common to patriotic celebrations. The services of the spread-eagle were left to the humorous declamation, where they came in with good effect. Though no special display of patriotism was made, perhaps if the shade of the venerable G. W. could have expressed its sentiments from its place on the wall, it would have given the approving nod.

THE College Library has been rearranged, and the books are now classified according to the subjects of which they treat. This is a superior method of classification, as it will enable one to find any book with but little search. It will also show just where the library is abundantly stocked, as well as where it is deficient. A complete set of the London Quarterly Review up to 1871 will soon be placed on the shelves. This is a treasure to be coveted by any library, containing as it does articles by the most celebrated literati

of England through the last seventy years. It is bound in sixty volumes and is to be obtained for ninety dollars. The money has been raised by subscriptions from the faculty and students.

THERE are many grievances in the life of a student, which not only aggravate, but cause even the most saintly, to lose control of the better nature. Every day brings with it, its crosses and petty troubles. In our last issue we had an article on "Patience," but it would require all the patience of Job to enable a person to look calmly at some things which happen here. We now allude to this *petty thieving* which is being carried on to too great an extent. It is undoubtedly done for sport, but such sport soon becomes old. It seems as though some have no idea of what sport is. A person leaves his room and comes back to find it sacked, and some of his most highly prized articles gone, where, he knows not. Pictures are taken from his wall, and his album is entirely emptied. One young man had even his shirt stolen. Now while this may all be done for a joke, with no intention of the party or parties keeping what they take, it is now monotonous, and it would be as well to desist. Photographs of those whom we know not do us no good and are not valued, but they may be of great value to the party from whom they are taken. Besides, they are not durable enough to endure much shuffling. We think all would be obliged to have their photos returned. If any one is really in need of a *shirt* let him make it known and we will circulate a subscription, in his behalf, and procure him one. But let him not "hook" it either for necessity or sport.

RECENT REPORTS from the reading rooms of many of our colleges indicate that the management of a large number of them is very unsatisfactory. From one comes the report of torn and lost magazines; from another, a lack of newspapers; a third complains that there is not sufficient furniture. Several college journals speak of the lack of interest taken on the part of the faculty and other college authorities. But the cry of bad

order comes up from nearly every part of the land. It is, however, conceded by all that a reading room is one of the most profitable institutions in connection with a college.

The largest and most successful institution of the kind is at Yale. It contains 125 periodicals, 33 American dailies, 31 weeklies, 26 monthlies and 34 foreign weeklies and monthlies.

The usual plan of conducting them is on the basis of subscriptions from the students; some are maintained partially or wholly by the college paper. As a consequence of such management we hear of the unsuccessful attempts at keeping up a place for reading, and are made aware of the fact that some widely known colleges favor their students with very ordinary advantages in this line.

We are inclined to think that Allegheny, for a college of its resources, has a reading room that offers superior advantages. The management, since it has been placed on a firm financial basis, has been greatly improved. The order is as good as could be asked. It has now on its tables about 25 monthlies, 12 reviews, embracing the most important ones published in this country and England, and 25 weeklies and dailies. It is to be regretted that the number of the last mentioned is smaller than formerly.

ARE THE studies of Greek and Latin of any practical utility? On this point is the one great objection urged against the study of these languages, and those who have never experienced the good results that come from them, usually make up their minds in the negative. A large majority of those who begin to study them do so with a very faint conception indeed of what utility they will be. This question has been answered so forcibly and plainly in a recent article by a member of the faculty, well known for his proficiency in linguistic studies, that we think it not out of place to give the substance, in part, of the answer:

"Few studies are of practical value in the *immediate affairs* of an average life, except spelling, reading and writing. A man may practice in many of the professions without using some of the most important studies of a college course. Gen-

eral educational studies have no *practical* value. If that is all that is sought in studies, even modern languages may be counted useless; so also might higher mathematics, science, everything but professional studies. Educational studies are not intended to give general information; they develop general powers, form habits of attention and shape the thinking process. Latin and Greek are especially adapted to this work, because, by their diversity of inflections they present the various and minute modifications of thought. They steadily and minutely impress upon the mind the forms of thought, so that the structure of every sentence is a lesson in logic. The study of their structure leads directly to power in thought and skill in words."

But is there no utility in this? Is it not of the highest practical utility? The chief object of study is to gain the power of thinking logically, connectedly; and since these studies are so eminently calculated to give this power, it is no wonder that they have for five thousand years occupied so important a place among educational studies.

A GOOD indication of the culture a student is receiving may be found in the character of his literary productions. Anyone who gives himself wholly to the various subjects of study as presented in his text books, turning his mind to no wider range of subjects, will fail to reach that mark in literary attainments which it is one aim of a college to assist him in reaching. The zeal which a body of students manifest in literary pursuits may be measured by the style of their productions and the character of the topics of which they treat.

How should we, as a body of students, be judged when put to this test? To one who will observe for a time the original performances delivered before the literary societies, and elsewhere, the thought will come that generally they might be of a higher order. The habit of following on in the oft-beaten paths, without any worthy effort to open up new ones, is too prevalent. Hackneyed subjects are treated in a hackneyed manner by persons from whom more should be expected. Of course this does not apply to all cases, but it

seems to be the general tendency of our literary work. If an essay is to be written, it is usually delayed until the last moment, and then of course the writer cannot think of bringing anything new or original into his production; he can simply dress up a few old ideas, leaving the merit of the composition to rest wholly with the style. The production may be good enough for the labor bestowed upon it, but it leaves very feeble impressions of the writer's aims and aspirations toward excellence in literary attainments. Knowing this full well, he is not always willing to risk his reputation on what he has done, but attaches an oral appendix, to the effect that it was the product of an hour.

For this state of affairs there must be a cause. Where is it to be found? Certainly not in the lack of natural ability, for that, to say the least, is reckoned to be up to the average standard. We would look for it rather in the fact that the matter of getting through the course of study as soon as possible is held in too high estimation. Some of our students are too anxious to make time; others want to take all of the studies in at least two of the courses. Even some of those who read enough to acquire a respectable amount of general information, do not think of writing on what they have read. But whether the cause be found in the indisposition of many of the students, or in the lack of attention paid to the study of the literature of our language by the college, is a question.

EDUCATIONAL.

The Legislature of Ohio is to consider the expediency of abolishing the high schools of the State.

The average salary of teachers in the Boston Schools is, of males, \$156.21 a month; of females, \$64.51.

The State of New York expended last year \$10,796,234.45 for school purposes. 1,023,715 attended the public schools. The whole number of teachers is 3,167. The salaries of the male teachers average \$84 per month; of the females, \$68.

The Princeton sophs felt like hazing, so they hazed. The freshmen wanted something to do, so they did likewise. But the faculty felt like suspending, so they suspended. The Seniors looked quietly on with hands in their pockets.

The following statistics show the number of books in the libraries of some of the colleges: Harvard, 228,000; Yale, 114,000; Dartmouth, 52,500; Brown, 45,000; Princeton, 41,000; University of Virginia, 40,000; Cornell, 39,000; Amherst, 38,500; Columbia, 33,000; Northwestern, 33,000; University of Michigan, 33,000; Williams, 27,500; Wesleyan, 27,000; Union, 26,000; Bowdoin, 10,000; Dickinson, 28,000; Allegheny, 14,000.

The removal of the "North American Review" to New York, entirely severs the connection of this magazine with Cambridge. For the first time in its life, it has passed out of the hands of Harvard men. Founded in 1815 by a Harvard graduate, every one of its twelve successive editors have been Harvard men, and nine of these editors have been or are professors in that college. Of the present faculty, Professor Bowen, Dr. Peabody, James Russell Lowell and Charles Eliot Norton have followed one another as editors.—*Ex.*

Pennsylvania has ten normal schools in operation. The attendance last year was two thousand seven hundred and twenty. The value of buildings and other property is estimated at \$1,200,000. In aiding to establish these schools the state has contributed \$545,000. It will take about \$500,000 to free them from debt, and supply needed additional buildings and appliances. During the past year \$175,000 were appropriated by the Legislature to these schools, which was distributed according to their indebtedness. The school at Indiana received \$35,000; the school at Shippensburg, \$30,000; the school at California, \$25,000; the school at Mansfield, \$20,000; the school at Bloomsburg, \$15,000; and each of the schools at Millerstown, Edinboro, Kutztown, West Chester, and Lock Haven, \$10,000.—*Pennsylvania School Journal.*

The Western Reserve College at Hudson, O., has been offered inducements, it is said, to remove to Cleveland.

The literary societies of Yale became extinct about ten years ago, giving place to class societies. An effort is now being made to revive them.

A graduate of Cornell says that his expenses for a year amounted to \$184.68. He paid \$34.06 for board, \$1.59 for washing, and didn't die either. How about his washerwoman?

There are now 97 colleges and universities in which the co-educative system prevails. Of the academies, normal schools, and high schools, more than sixty per cent. are for the education of both sexes.

THE TABLE.

"O! dear, this is a queer world, isn't it?" remarks a Soph. the other evening. "Yes" replied Freshie, "and blamed few get out of it alive."—*Volante*.

A woe-begone and study—love—sick senior quotes Josh Billings; "I sot me down in thought profound; this maxim wise I drew: Its easier fur to luv a gal than make a gal luv you."

When some poor wretch has hung himself,

To save his life and stop the tension,

They cut him down. Not quite my case;

Alas! my "cuts" produce suspension.

This from the juniors: Junior (reading)—"Now infidel, I have thee on the hip." Prof.—"Will you explain that line, or give the modern equivalent?" Junior—"Now, infidel, I have thee where the hair is short."

First Student—"What is the last game of cards mentioned in the Scriptures?"

Second Student—"Give it up."

First Student—"When Gabriel plays his last trump."

Prof. (quoting Cæsar): "All Gaul is divided into four parts."

This reminds us of the sub-Freshman who translated the passage: All Gaul is quartered into three halves."

The peculiarity of the fly is that it always returns to the same spot; but it is the characteristic of the mosquito that he always returns to another spot. Thus he differs from the leopard, which does not change his spots. This is an important fact in natural history.

The *Vassar Miscellany*, acting upon the suggestion of many of its exchanges, has concluded to publish an occasional joke. Here is its first attempt:

Horace, Ode 1. "Maecenas atavis edite regibus."

Puzzled Freshman, translating,—"O, Maecenas, devour thy royal ancestors."

Soph (reading in Chaucer): "She hadde a fay-er forehed. It was almost a spanne brode, I trow."

Prof: "How much is a span?" *Soph*. (farmer's son:)" "The length of two panels of rail-fence."

When a woman slips at the head of the stairs and falls all over herself, and finally fetches up at the bottom, the first hard work she does is to reach for her back hair, but a man under the same circumstances reaches for the place where his backbone leaves off, and delivers a few remarks upon the sublimity of the occasion that we wouldn't print for 14 dollars, unless he'd send his name along as a guaranty of good faith.—*Ex*.

ERRATUM.—The last sentence in the first paragraph of the article "Drawing Out," on page 100, should read as follows:—But the secret of educational methods does not center in ed-u-co, but in *ed-u-co*, a verb of the first conjugation, meaning to nourish, support, culture, *educate*.

PERSONAL.

[This department was established principally for the purpose of keeping track of our alumni, and we ask them to remember us. Let us hear how you prosper, and send us news of any of our old students you may happen to meet. We are always glad to hear from you.]

'71. Lemuel Fawcett is practising law at Sioux City, Iowa.

'65. Geo. A. Chase resides at Titusville and will make any of the boys at home who take the trouble to call on him.

Frank Gray is teaching for the present term at Centerville.

'76. Charley T. Newlon is in business in East Brady, and is so well pleased that he thinks there is no place like it.

'78. Lieut. J. N. White has been promoted to the captaincy of Company A, to fill the vacancy made by the resignation of Capt. C. A. Miller.

We hear that James Beacom took part recently in the college minstrels of Washington, Pa. We know he acquitted himself creditably, as he took part in our own.

J. W. Craig, one of last year's freshmen, is pursuing the study and practice of law in Nebraska. He has risen to the dignity of notary public. Rather quick advance, Craig, but we suppose your talents warrant it.

'68. Prof. N. P. Kinsley, Superintendent of the Franklin public schools, was in town a few days since. The authorities are still trying to persuade him to preside over the preps here. We hope they may succeed.

W. T. Waters, of Watertown, Tenn., one of the many students who have recognized the merits of Meadville's ladies, has recently had an increase in his family. We wish you joy Tenny, and would ask whether it is a boy or girl.

ALL AROUND THE CAMPUS.

Who stole the fiddle?

No ladies in the Junior class.

"How many did you get off?"

"Swing, and on to the next."

Bring home our implements of war.

"Use your gumption about that word."

Ladies, why not put a bell on the chap who stole your tea-bell?

The German class has just finished reading another "whopper."

A Senior, seeing the bulletin board, read it, "Culver Hall bull-let-in."

History repeats itself. We saw a Senior recently stuck on his own M. S.

There ought to be some way to recognize Seniors. Wouldn't white *plugs* do it?

Board in the Hall last month was \$2.71 a week, including light, fire and room rent.

Students belonging to either of the four literary societies are to be excused from "rhetoricals."

Valentine day is past. We saw a fellow who had received a valentine; we won't tell what he said.

A Zoölogue thinks that the foraminifera is about contemporaneous with the "Declaration of Independence."

A Senior, looking at his watch near the close of a recitation, whispered to a classmate, "Simon says *parus* up."

A Freshman says that after they have written their Greek, Prof. comes along and numbers them; and he is number 7.

Presidents of societies would do well to study the paragraph on the top of page 20, "Robison's Rules of Order."

The Juniors have finished Mineralogy and taken up Ganot's Physics, which is to supersede Siliman's, formerly used.

The societies have elected their "select" performers, and now Valdic. is on the *tapis*. We predict a victory for —.

Boys, be careful when and at whom you throw a snow-ball; if you hit a lady, you may have the first bell for meditation.

A Junior debates that animals are immortal. A Senior says that the immortal bedbug will never become an *extinct*, anyhow.

Ask no questions about those stories which some boys tell with such a straight face. If you do, you will be "given away."

Our hopes are realized at last. He did break through the ice; all his clothes were saturated except the two upper stories of his collar.

Dr. Bugbee's class in the theory of social science is very interesting, but there are Preps. who seem to know more of the practice than the Seniors can account for.

A Soph., reading about the Martyr Stephen, called him the "Martyr Step-hen."

We infer from recent chapel remarks that a few are liable to see the paternal signature under the ominous message, "Johnny come home."

The breath of life has been breathed into the library, and it has, in fact, become a circulating medium. Prof. Tingley furnished the inspiration.

The CAMPUS for the remainder of the year, including this number, for 40 cents. A few sets of back numbers can be had at 7 cents per copy.

If any one wants to create a sensation, let him hunt up an Oxford cap and wear it to chapel. Some things seem to be doomed to short life.

We wonder where some who have most to say about the contents of the CAMPUS get their information. Their names are not on the subscription list.

The Prep. who was fined in society for going to sleep had a right to become indignant; especially when "business" keeps the session till near 12 o'clock.

A Senior has an alarm clock, which he says is better for telling the time to retire than for arising, especially when the Prep. slips into his room and sets it.

Say, boys, when you find your mouths open as you pass along the street, suppose you stop and shut them. If you don't, you may catch cold in your teeth.

Since our last issue the ranks of the Senior class have been extended by a couple of "dikes" thrown up from the hot lairs of the Juniors. We welcome you.

We send this number to many of the alumni and friends of the college, hoping that thereby we shall have the pleasure of adding their names to the mailing list.

Those classic ponies imported from the famous "Bohn," of London, occupy conspicuous stalls in the library. They are well ridden. *Teste primum tintinnabulum.*

Grand supper, splendid rooms, magnificent dancing hall, at hotel between here and Saegertown. Come into the Modern Language rooms, and we will explain it.

Every new subject affords food for discussion in our societies. The Infernal Region has received more "cussing and discussing" this winter than the most productive oil regions.

We would like "to let" those fellows who sing along the street at night, to any party or parties who attend chivorees. The noise they make is an exact fac-simile of a horse-fiddle.

About 225 students breathed an amen to Dr. Bugbee's recent chapel lecture on the street etiquette of some students, and about 20 "looked down their nose" and breathed ——!

The sleighing of last month was well improved. Parties were going hither and thither, horses were kept on a continual go, dances were excellent between here and Saegertown, and—to be continued.

Our reporter asked a Prep. how he got possession of a certain lady's photo'. "Oh," he replied, "Miss —— and *me* are one and the same now." On further investigation he found that Preppy had "cabbaged" it.

"Sit over, Mr. ——, say, Mr. ——, sit over," she said to him as they went along the street. As there were only about thirty of them in that sled, surely Mr. —— should have sat over and given her more room.

He went to the phonograph and telephone exhibition. After he went to sleep that night he talked about it. We suppose that he thought himself a phonograph, and was preaching one of Beecher's best, 100 years hence.

The campaign for Valedictorian and Replier has opened. We hope that all bull-doing will be omitted on this occasion, and that everything may be done decently and in order. Each society should select and elect the men who will represent it best at the coming anniversary, regardless of *state, color* (of hair), *age* or *fraternity*.

When we Preps. go to church and see a girl whom we don't know, we reach her a book and say, "Fair maiden, behold thy book." If she have red hair, we say, "Fair damsel with the golden locks, take now thy book." "It never fails, try it."

Times are changing. Women are going to have their rights; they make good bargains when they trade hats with the gentlemen. We hail with delight the golden sometime when going down street they will take us in and set up the segars.

When a Prep. kicks the recitation room door shut, Prof. remarks that he should carry an axe. On that point we don't agree with Prof. His feet are more suited to the purpose, because they are more the shape and nearer the size of an "Injun maul."

When the boys want amusement and have no one to play checkers with, no apples to eat, no key for the cellar door, no tobies to smoke, they improve their time by taking their "Murphy." Set him in the coal box, take a revolver and "shoot him."

The choir of the 1st M. E. Church is to be increased to thirty members. They will occupy a position between the organ loft and the pulpit, which will be moved forward on an extended platform. With such a choir the music, now good, ought to be excellent.

During the recent revival meetings it was customary for the good people to go from one to another and ask each whether or not he was a professor of religion. One of our Preps. was asked whether or not he was a professor. "No," says Preppy, "I am a student!"

The decree has gone forth that aspirants to the Junior class next year will be required to undergo a special examination in English grammar and spelling. Examinations are to be held each month until Commencement. The standard is fixed at 80 per cent. The Sophomore's *vade-mecum* is now "Westlake's 3,000 Practice Words."

A committee from the college Y. M. C. A. visit the jail every Sunday and hold religious services. They also undertake to supply the prisoners with reading matter. The efforts of the young men are

said to be appreciated by the inmates, and there have been results of permanent good to some.

The "snow flake" ladies recently demonstrated their devotion to science by wading through a foot of newly fallen snow to attend the meeting of the Scientific Club; but the tracks seen by our reporter the next morning led him to the conjecture that they did not walk home single file.

One of our Freshmen took three prizes (two first and one second) at the recent poultry show. He may step away from classic lore and devote his time and talents to henology. They say that he can tell by simply seeing the *crow* of a rooster, whether he (the rooster) be a Shanghai, a Brahma, or a common scrub. But we don't believe it.

In imagination methinks I see a Prep. meandering down the glorious street that leadeth to the Ladies' Home. He entereth and maketh himself happy. The fair ones enchanteth him with lovely music and joyous laughter. Again me thinketh I see him coming home, with the best cushion of their best chair under his arm, which he taketh and appropriateth to his own personal comfort.

Our troops had nothing of much moment to do during the year 1878 until February 1st. On the evening of this memorable day, Captain —, of Fort Philo, met 2nd Lieutenant —, of Fort Allegheny, in the narrow pass between the forts. 2nd Lieutenant wheeled around Captain's left flank, and attacked his extreme rear. He made a well directed charge, which put the Captain to his last extremity. Captain — immediately wheeled his forces and opened fire. The forces of both were now within the sacred precincts of Fort Philo. At this juncture, 1st Sergeant of Fort Allegheny, and 1st Lieutenant —, of Fort Philo, arrived at the scene of action. These brave warriors marched their unconquerable forces right between the contending armies, taking the whole corps of each prisoner. They marched them off the field as prisoners of war. Now the shades of evening had fallen, and we left.

Don't borrow your neighbor's CAMPUS, but subscribe for a copy.

EXCHANGES.

We never know what to say of our exchanges. In fact the limited amount of time and space which we have to give to the work, makes it almost impossible to be exactly just with our visitors. No man who has a full course of studies on his hands, can find time to thoroughly examine and criticise even a small per cent of the exchanges received at any editorial sanctum. The best that can be done is to offer a few general criticisms, or touch now and then some special article. It has long been the question with us, how best to review exchanges; and sometimes when we take up our pen and begin at a stack somewhat smaller than the ark, we are inclined to think the best way is to leave them unnoticed.

The Rochester Campus has a long article on the "Political Life of Disraeli and Gladstone," which we presume is good. We haven't read it. It also contains readable papers on the "Present Condition of American Architecture" and "Dramatic Unities."

The University of Virginia Magazine is justly entitled to the name "magazine," and in form, quality of paper, and general appearance is not surpassed by any paper that comes among us. But it is not more attractive in appearance than it is interesting in contents. It is richly filled with literary matter, and sufficient space is given to local topics.

The Chronicle talks about hazing; it treats the matter in rather a light way, and it is difficult to conclude whether the custom is condemned or approved. It gives at some length an account of hazing as practiced at the University of Upsala, Sweden. Hazing in American colleges is bad enough, but we are fortunate in being free from such barbarism as that ascribed to the Swedish University.

The College Herald publishes some good things. In an article on "Snow Bound," it speaks of the reflection found in literary works, of the authors' characters, and it then goes on to point out some of the traits of character revealed in the poem we

have named. It therein discovers "tender sadness of heart," the "depth and purity of Faith" and "firmness of purpose and prompt decision." The same journal also has a good paper on "Social Progress as a Law."

The Aerial has among other interesting articles, one combating the popular idea, that the best students will be less successful in after life. It refers to an article which recently appeared in *Scribner's*, in which by figures it was attempted to show that as a general rule those who are the most successful in college, are afterwards most successful in the work of life. It has always seemed to us like a weak philosophy, that the student who had not the ability or energy to stand well in his classes, was in some mysterious way to out do himself when he should engage in professional work.

The following from the editorial column of *The Simpsonian*, will bear repeating: "Picture to yourself an editor in the solitude of his little room, eight by ten, at the dead hour of eleven o'clock at night, delving eagerly for ideas, at the roots of his hair, with his long untrimmed finger nails—ideas or anything else with which to make 'copy,' and all the time bitterly thinking of the morrow, when he will have to stand before those printers, as a criminal before his judge, only to hear them repeat their soul harrowing cry of "more copy!" while rats and mice hold high carnival in the back part of the room, an owl hoots at the moon from a shade tree over the way, four or five boys, on a nightly carousal, chase a dog attached to an oyster can, down the street past his room, to the tune of the music which always accompanies such an exercise, and you have the picture of human misery for which it is hard to find a parallel in this world of gayety and sunshine"—to all which we say Amen.

In addition to the above we have received the following exchanges: *Volante*, *University Magazine*, *Bowdoin Orient*, *Dartmouth*, *Niagara Index*, *Wittenberger*, *Colleg: Olio*, *University Herald*, *Denison Collegian*, *Oberlin Review*, *Monthly Musings*, *Besom*, *Transcript*, *Earlhamite*, *Trinity Tablet*, *Targum*, *Vidette*, *New England Journal of Education*, *Colby Echo*, *College Rambler*, *Montepelerian*.

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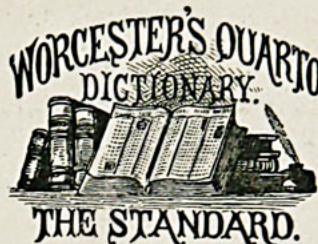
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