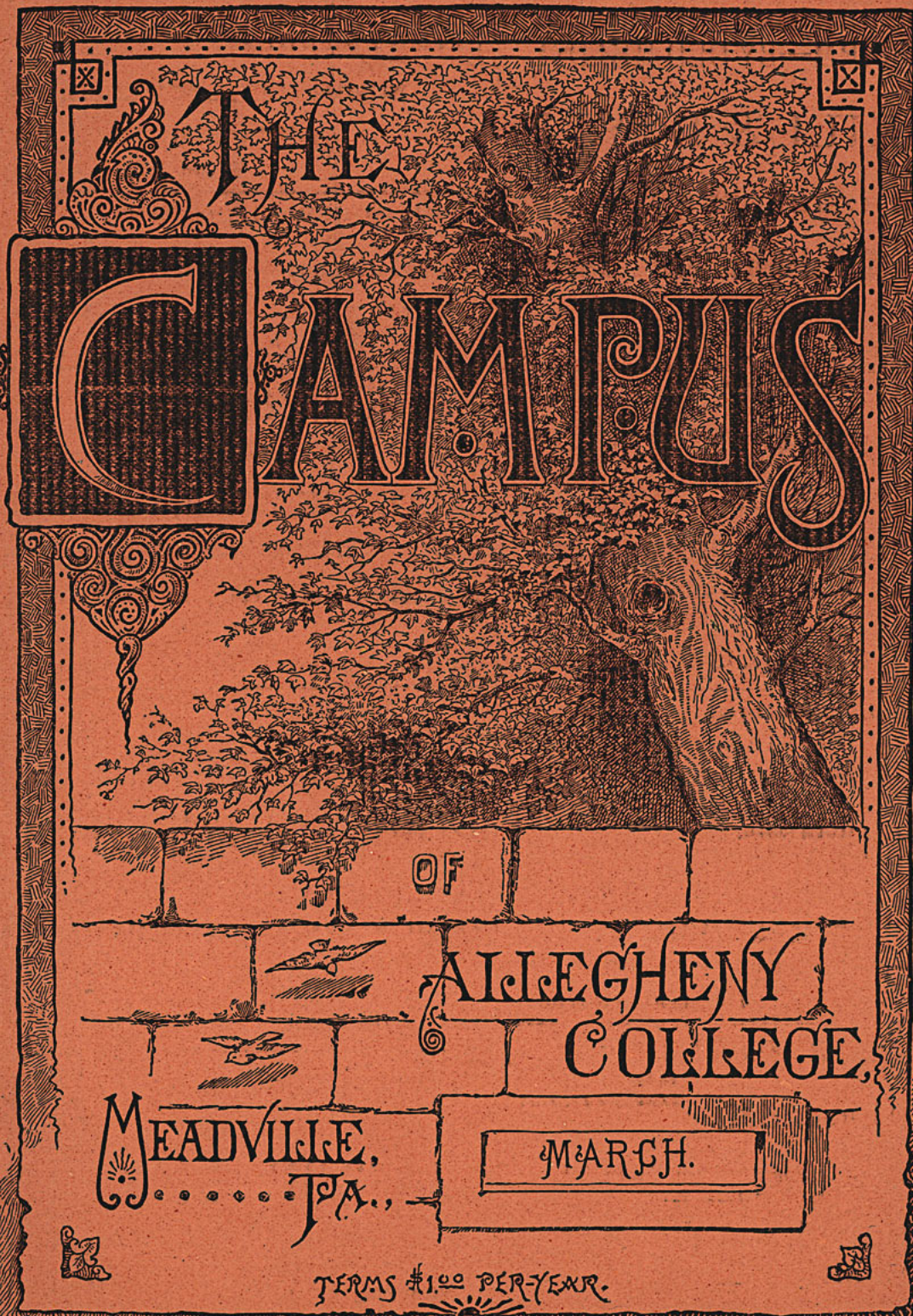




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"INTER SILVAS ACADEMI QUÆRIMUS VERUM."

VOL. VIII, No. 7. ALLEGHENY COLLEGE, MEADVILLE, PA., MARCH, 1884. TERMS, \$1.00 PER YEAR.

## Literary Department.

### THE VOYAGE OF YOUTH.

REV. J. V. YARNALL, A. M., '61.

On vast creation's throbbing tide  
Youth launches out in blooming pride.  
Life has its prose reality—  
Its rosy-hearted poetry;  
Where pleasures bloom, and passions breathe,  
And islands round the ocean wreath.  
Such vastitudes our joys should brave,  
And dance the music of their wave.

Glad Thalia, breathe strong your gale  
From Tempe's flower-crowning vale;  
Fill every sail with currents strong,  
While Hope sings her empyrean song;  
While Faith her golden Argo steers  
Across the sea of rolling years;  
While Aspiration heavenward swings,  
And sails sublime on glossy wings.

Propitious Neptune, calm our seas;  
Great Orpheus, hymn our victories.  
Until, like brave Columbus grand,  
Faith finds her honor-crowning land.  
Some find new worlds where suns do rise,  
And some in Beauty's blushing eyes;  
Where thirsty Love forever drinks,  
And cruel Desperation sinks.

Some sink in diving bells divine  
Deep in the diamond's sparkling shrine;  
Some sell their diamonds for a belle,  
Which rings their heart's own funeral knell;  
Some find their gems as Zeus of old,  
In a sweet shower of laughing gold;  
Some find a gem that lifts the soul,  
And lights them to their distant goal.

Some go a-fishing on life's seas  
Where Nymphs desport in mysteries;  
Some fishers bold have fully failed,  
And some for boldness have been *whaled*;  
Some burning Hopes with bliss have *sparkled*,  
But found at last they all were *sharked*;  
Yet some, with golden nets benign,  
Have caught a fortune all divine.

Thus in love-thrilling interludes,  
Man sails through strange vicissitudes;

Some bathe in seas of raptures bright,  
Some freeze in disappointment's night;  
Hope her sheet-anchor wisely throws  
Deep in the heart of billowy woes;  
Before the heaven breathing gales,  
Life swift on eagle-pinions sails.

Life has her seas of Halcyon calm,  
Where Peace so softly sings her psalm,  
When Winds and Waves are sound asleep,  
And Heaven smiles on all the deep;  
Where amaranthine flowers breathe,  
And round the soul their beauties wreath;  
Where Hyperborean summer smiles,  
And Joy sails round Elysian isles.

Here Hebe in her rich fountains flow,  
Where nectar and ambrosia glow;  
Her golden cup is foaming free  
'With seas of immortality;  
On Night's dark brow of chilling fear  
Hesperus hangs her chandelier;  
Æolian harps breathe sweet their strain,  
While crossing life's momentous main.

Then, blooming Youth, sail on the deeps,  
Where billows blend, and Heaven weeps;  
Truth's Chart and Compass, on this sea,  
Reveal the pulse of destiny;  
Hang on your heart Love's Polar Star,  
Where Heaven's gates stand wide ajar;  
Steer on the tide, whose currents pour  
Their trend towards the celestial shore.

CALIFORNIA, PA.

### MUSIC IN COLLEGES.

ALUMNA.

MUSIC, in the commonest sense of the term, means to us, singing and piano-playing. Anyone can become a fine pianist if sufficient time, patience and perseverance are expended upon one's study of the art. A voice can not be acquired. Among two hundred students there are comparatively few fine singers; so it is in all the world. The majority of the people must be contented with only ordinary voices and with only a moderate degree of that subtle sense of tone and tune called "musical ear."

It is a source of continual grievance to many people, that they cannot sing; those who are so gifted can ill-appreciate the untold longing in the hearts of those who feel the power of music but have no voices to express it. Many a hot, foolish tear wets the pillow of the little pupil who tries in vain, though with all

his soul and might, to make melody out of the first singing lesson in the old curriculum :

"O music, sweet music,  
Thy praises we will sing,  
And tell of the pleasure  
And joy that thou dost bring."

Yet we dare to assert that most people can become moderately good singers and they ought to become so. Students who attempt to complete such a course as ours in four years, have no time to attend to music, but for those who do not care to graduate, or who can devote more than four years to their course, should not musical advantages be offered in connection with other studies? There can be no doubt but that a course of this kind would be a sufficient inducement for many students—especially ladies—to attend the college, who do not care for the course as it is; consequently the attendance would be increased. Whether such a course would be in all respects beneficial to the college is a question which we will not here attempt to discuss.

Learning to read music is a slow process and discouraging to those who do not begin when young. Some teachers assert that the old "do re mi" system is the best; others ridicule it as old-fashioned, and teach reading by position, a very slow and laborious process, but the one by which most musicians of the present generation sing; a third, and to us comparatively new method, is the "Tonic Sol fa." "There was living at Norwich, about the year 1812, the daughter of an English clergyman, who, with her sister, was active in all kinds of philanthropic work. A young Sunday-school teacher came to her sister one day, wanting to learn enough of singing to be able to use his voice in church. His instructress set to work to play a tune to him repeatedly on the piano-forte, while he endeavored to imitate with his voice the sounds which the instrument gave forth. It soon occurred to Miss Glover, however, for this was the lady's name, that if she pasted letters over the keys of the piano forte and then wrote on a piece of paper the letters corresponding with those placed over the keys, in the order in which they needed to be touched to bring forth the tone, the youth might teach himself. . . . The thought of music thus cleared from the mystery of sharps and flats, was in itself so fascinating that Miss Glover was led on with increasing interest."

Thus originated the Tonic Sol fa system. There is some doubt in the minds of many people as to its real worth, but we know that the number of people in America who can sing at sight is comparatively small, and we must believe, as we are told, that the number of people in England who can sing at sight is comparatively large. In that country the system is quite generally used. In speaking of its use, Prof. T. F. Seward, of Orange, N. J., says, that in this country, when a thing is proved to be good, we adopt it. In England, such proof seems almost to be regarded as a reason for not adopting it.

An English writer has recently said: "The American stands at the bow of the ship and looks eagerly forward; the Englishman sits at the stern and watches the backward track, and steers as nearly as possible in a line with it. Yet, in spite of this all-pervading spirit of conservatism, the Tonic Sol-fa system met so completely the wants of the people, that it simply forced its way into success by an irresistible power."

In some way or other—the way that seems best to him—every student should learn sight-singing and should pay some

attention to voice culture. If twenty or thirty minutes could be devoted each day to the study of vocal music, under a competent instructor, it would be an advantage to any college. In our college chapel, when such hymns as Wellesley, Martyn and Truman are given out, the old room fairly rings with the music of all sorts and qualities of voices, which together make a splendid whole; but we cannot sing Wellesley, Martyn or Truman every morning, and if something not so familiar is attempted it is liable to be sung in a rather listless, indifferent manner. Every student and every member of the faculty ought always to sing in chapel: what if mistakes are made! The man who is never willing to run the risk of making mistakes never succeeds in this world. The more we sing the better we can sing.

What a charm there is about college songs! Whether the words are as meaningless as the song entitled "Green Grass"—

"Once on a time there was a wood,  
The funniest wood that ever you see,"

or whether they are fraught with meaning as

"Where, oh where are the verdant Freshmen—the grave old Seniors?" etc.

The tunes are nearly all simple, and when students are familiar with the words these foolish songs are sung with more pure enjoyment than difficult and beautiful glees or operatic selections from eminent composers. Did you ever think that we alone are privileged to use this music? Nobody but college students sings college songs. And now, shall we not make better use of this privilege?

It is with pleasure that we read in the February CAMPUS of a double quartette organized in Allegheny Society for the purpose of learning college songs. With such quartettes to take the lead, we think it would be well for all the societies to form themselves into four choirs whose duty it should be to learn each Friday evening some song or part of a song from the American College Song Book. While such a book is available for our use, in which we all feel an interest, as old Allegheny's name appears on its pages, we should use it, as many good pieces of music are contained in it besides those included between the sixteenth and twenty-first pages.

Nothing will so strengthen the affection of students for one another and for their Alma Mater as the songs they sing together.

"Round these old buildings  
Memories are clustered  
Of friendship, full, bright student years;  
Echoing laughter,  
Echoing sighing,  
A home indeed this place appears."

How true it is that

"Our college days are joyous,  
And with heart-felt pleasures rife;  
And their pleasures employ us  
Thro' the days of after life,"

and sometime in the future, we will sing together, while our hearts go back to the bright four years we spent in college,—

"Tenting to-night, tenting to-night,  
Tenting on the old college grounds."

## FAGGING.

BY E.

FAGGING is a technical term to denote a custom which has become part of the public school system of England. The custom differs in detail in the several schools, but in all rests on the same principle. This principle is, that the discipline of the school should be left, as far as possible, to the boys themselves; the responsibility for order being thrown on the highest form, or class, known as the sixth form. Those who are thus responsible for discipline have also the right of "fagging" the boys in the lower forms.

Dr. Arnold defines fagging as "The power given by the supreme authorities of the school to the sixth form, to be exercised over the lower boys, for the sake of securing a regular government amongst the boys themselves, and avoiding the evils of anarchy; in other words, of the lawless tyranny of brute force."

The origin of the custom cannot be ascertained. No school statutes refer to it, no school traditions speak of a time when it did not exist. The statutes of Eton College seem to indicate precaution against it, for they ordain that there be thirteen poor youths, *pauperes juniores*, in the establishment to work for the college.

It is probable, however, that the custom originated as soon as the schools began to receive large numbers of boys as boarders. It is obvious that when several hundred boys are brought together beyond the reach of parental control, some efficient method of restraint must be adopted. Either they must be continually under the watchful eye of the master, or there must be some fixed and recognized form of self-government. The latter alternative has always prevailed in the great public schools of England.

There is abundant proof that the custom of "fagging" as a part of the system does not stand merely on tradition, but is accepted as beneficial at the present time, in the fact that it has been deliberately introduced, in its modified form, into the schools which have been founded in the last thirty years.

In all schools the power of fagging carries with it certain duties. Besides that of keeping order generally, the sixth-form boy is the recognized adviser and protector of those fags with whom he comes in immediate contact. In any case of bullying or bad conduct the appeal of the aggrieved fag is to the sixth-form boy of his room or passage, or to the head of his house. All cases of difficulty arising out of fagging are within the jurisdiction of the head-boy in the house, and are settled by reference to him. Offences, unless of the most flagrant character, are never referred to the authorities of the school.

The services of a fag are various, comprising the duties to a special master to whom he has been assigned, and those due to the whole of the upper boys. The former include such tasks as blacking boots; cleaning lamps and candlesticks; stoking the fire; preparing his master's breakfast; toasting a slice of bread, a rasher of bacon, or a piece of cheese; carrying his master's messages; smuggling into the house little forbidden delicacies for his master's consumption, and in this instance, if detected, bearing his master's punishment; sweeping his master's study and putting it in order; and last, but by no means

least in the days of "Tom Brown," making his master's punch, mixing his toddy, and drawing his beer. The services which a lower boy owes to the whole of the upper boys, consist of attendance at the games. In the cricket season, the fags perform the functions of a net, and stand behind the wickets to stop the balls while their seniors are practicing; and at all seasons they are liable to the drearier task of waiting attendance on the racket-players, and retrieving the balls which have been "skied" out of the court. The duty of the "night-fag" is to stand in the hall every evening between 8:30 and 9:30, and be ready to answer the call of any one of the sixth-form.

Within the last thirty years many changes have been wrought in the system of fagging, and many of its abuses suppressed. Formerly the power of the sixth-form was practically unlimited as to hours; now there can be no very serious waste of the small boy's time. The rule is that no boy shall be liable to the performance of any duties really menial, but only such as, in the absence of the practice, would naturally be performed by each boy for himself.

Though abuses of the system occasionally occur, everything is against the probability of their frequency and extent, as the utmost facility exists on the part of the juniors for bringing their grievances before the proper authorities, and obtaining speedy redress. The fags, however, seldom avail themselves of this privilege. In fact all attempts to punish abuses are full of difficulties, as the fags take part with the sixth-form in resisting all regulations of authorities, which will deprive them of exercising, in their time, a like tyranny upon others.

So prominent a feature in the constitution of the public schools of England as fagging, has, of course, received much criticism from educational reformers. Many arguments have been adduced for and against the system. Practically, at least, if not theoretically, the affirmative has the advantage, since the custom still exists.

The author of the letters from Paterfamilias to the *Cornhill Magazine*, himself an Etonian, and an instance of a public-school man dissatisfied with the recollections of his school-life, says of the practice: "Fagging was based upon the breeches-pocket question. I used often to wonder, when called off from my studies, whilst a lower boy at Harchester, to mend my master's fire, to prepare his meals, or to brush his coat, whether a system which upheld such practices could really be beneficial to him or to me; but I never had any doubt that it was very beneficial to our tutor, inasmuch as it spared him the wages of some two or three servants whose menial work was performed by the lower boys. Of course, the ingenuity of our masters discovered plenty of excellent arguments in support of practices so convenient to themselves; our parents were told that carrying coals for the upper boys, and toasting their muffins, made us helpful and docile, and took the nonsense out of bumptious lads; but such arguments would have applied just as aptly towards establishing the propriety of setting young noblemen or gentlemen to assist the scullion, or to sort out the dirty linen for the wash."

Many of the abuses of this practice, which have from time to time been discovered and suppressed, afford whimsical illustrations of boyish ingenuity. A sixth-form boy, of high-church principles and with a somewhat zealous missionary spirit, made his two fags get up early and come to his room every morning before school for prayers and doctrinal instruction. Another

instance consisted of an equally whimsical, but widely different, and possibly not so commendable use of power, "In a certain school a senior once had a study, but was not studious; he might have let it out to a younger boy in want of a crib to read in at a rent of some five or ten shillings a term, but his mind soared beyond such paltry dealings; he conceived vaster and grander ideas of the management of his property; he set up a tap. He smuggled into his room a nine gallon cask, called a 'governo'. There was a rapid succession of governors, and a brisk demand for beer; so he appointed his fag, a fine, stout lad, as deputy-tapster to receive the coppers. The deputy became attached to both of his governors, and flourished long and happily in the faithful discharge of his duties."

### WE BOYS.

We're a merry band and we sing to-night,  
For what in the world can be more light  
Than the spirits of college boys,  
The world is broad and there's plenty of room,  
The sun will shine to dispel the gloom  
From the future of college boys.

We'll sail on the sea to fancy's realm,  
And wisdom will bear a hand at the helm,  
And the waves will break in vain,  
We'll sail along on the full high tide  
With never a rock to turn us aside,  
And with never a thought of pain.

'Tis the song we sing, but it may not be,  
For the storms will come to you and me  
Although we are college boys,  
And sorrow and pain will fall to our lot,  
And our friends will die, for whose will not,  
Although we are college boys.

The future is fair but its beauty will fade.  
The brightest light makes the darkest shade  
In this wonderful world of ours.  
Talent and genius to fate must bow,  
Thorns may be twined on the noblest brow  
In this suffering world of ours.

But we'll cling to hope and to fancy still  
And paint the future as bright as we will,  
For 'twill make us better boys!  
Disappointment may come with a bitter sting;  
But the pleasures that now our fancies bring  
Will make us happier boys.

### Y. M. C. A. NOTES.

The membership of the Y. M. C. A. numbers seventy five. Ladies are admitted as active members of the Association. A new constitution has been adopted this term.

Any member who has not yet received his College Vacation Ticket can obtain one by calling on the corresponding secretary. These tickets entitle the holder to all the privileges of any Association he may visit during the vacation of his college course.

The officers of the Association are as follows: President, A. W. Newlin; Vice President, Miss Lydia E. Wood; Executive Secretary, Charles M. Miller; Corresponding and Recording Secretary, Homer S. Bodley; Treasurer, Harry Free.

The Executive Secretary reports that the work of the various committees in and about the city is in a very prosperous condi-

tion. The person first named on the committee is superintendent of that special work.

*County Prison:* C. P. Lynch, R. T. McCready, Will Long, Harvey Getz, C. T. Scofield.

*City Hospital:* W. H. Gallup, M. R. Stevenson, Jno. A. Wood, Ladies of the Association.

*State Street Sunday School:* C. R. Thoburn, Alice L. Heath, Marion Jordan, Harvey Getz, C. W. Proctor, A. W. Newlin, D. L. Terwilliger, T. J. Hamilton, L. E. Haybarger.

*Vallonia:* Harry Free, D. L. Thoburn, Harry Muse, E. C. Rickenbrode, George Wilson.

*South Meadville:* B. F. Perry, H. C. Carr, H. W. Smith, R. T. Herrick.

*Reisinger School House:* W. P. Arbuckle, A. I. Goodfriend, H. K. Foster, S. E. Gordon.

The special religious meetings which have been held for some weeks past resulted in much good. Several were converted and a number who had grown careless in religious matters were awakened to new energies. But the greatest work seemed to be among the earnest Christians, many of whom took higher grounds in Christian life and experience and are much better prepared for their active duties as followers of Christ.

One of the pleasantest features of the religious work of the college is the

### MISSIONARY INSTITUTE.

In the Spring Term of '81 about a dozen young men of Allegheny College assembled one evening at the residence of Dr. Hyde with the purpose of establishing a society to study the various fields of missionary work. The idea was suggested by the Dr. and a cordial invitation was extended to the boys to hold their meetings at his own house. The idea of the proposed organization having been clearly defined, the boys formed themselves into a society and have been known ever since as the Missionary Institute of Allegheny College. Meetings are held regularly once a month. Though its membership now numbers about twenty-five the place of meeting is still at the Dr.'s residence. Through the very indulgent hospitality and continual interest shown by Mrs. Hyde and the very kind assistance of the Dr. the meetings are made doubly interesting and beneficial to all. The work required is of a simple character and takes but little of the students' time. Perhaps two hours' reading a month, on an average, is all the time necessary. But the highly valuable information gained amounts to vastly more than one would at first anticipate. A number of those connected with the organization contemplate entering the ministry, hence it is of special value to them. The benefits arising from the study of missionary work in other lands are considerable. One country is taken up at a time and the whole evening devoted to it alone. First there are generally a few moments devoted to the geography of the country under consideration, the condition it was in in the past and as we find it at the present day. Next is considered its people and the laws by which they are governed. This being attained the principal object in view is discussed more fully—the various religions of the natives, missionary work accomplished in the past and its progress as we find it to-day. Thus the student becomes acquainted with the work as carried forward, not only by the particular church of his persuasion, but by all other denominations as well. The more we learn about those whom we endeavor to teach and bring into a knowledge of the living God the more are awakened our sympathies with the Saviour. It gives a broader and deeper feeling of regard and care for our fellow-beings and awakens a much greater interest in the Christian Institution.

At their last meeting the members of the society presented Mrs. Hyde with an elegant clock as a token of their esteem and appreciation of her kind hospitality. The presentation speech was made by Mr. S. P. Long. Dr. and Mrs. Hyde both responded in well chosen remarks evincing that the company of their young friends, as well as their gift, was most highly appreciated.

## THE CAMPUS.

PUBLISHED THE 1st OF EACH MONTH, AUG. AND SEPT. EXCEPTED.

ENTIRELY CONTROLLED BY STUDENTS.

MEADVILLE, PA., MARCH, 1884.

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WE venture to suggest that a refrigerator constructed on the plan of the chapel would be a decided success.

MANY of the college papers devote considerable space to Y. M. C. A. news. Owing to the special religious interest in the college at the present time our literary editors have devoted a part of their space to this department of school work.

COLLEGE life is about as thickly studded with events as was Mark Twain's when he kept his first diary in which ran the record thus: "Mon.—Got up, washed, and went to bed. Tues.—Got up, washed, and went to bed. Wed.—Got up, washed, and went to bed," etc. It is decidedly perplexing to the item grabber and editorial writer, who are obliged to depend upon college life for our matter. We strive and struggle and think and swea—t, and wonder in our Micawber-like despair why something does not happen.

LET some of our older students fumble around in the back chambers of their memories and see if they cannot discover some old rusty recollection of field day. Soon all who have won its laurels or beheld its wonders will have graduated and the great feats that have delighted the eyes of the spectators will live only in legend and tradition. Steps should be taken at once to form an association which will lead to the proper observance of our old field-day sports. We would scorn an imputation that our college course was weakening, and that those who graduated before us outranked us in scholarship; and so

may we take pride in showing that we can run as fast, jump as far, or kick as high as could our predecessors. At this time when swimmers, rowers, pedestrians, and prize-fighters are in such demand, this part of our education should not be neglected.

WHOSE CAMPUS are you reading? Your neighbors? Well, now, are you not ashamed of yourself? Why don't you borrow your neighbor's hat, coat, or dress? You would not take the CAMPUS. You pride yourself on the fact that you would not. You even announce it to your friends as an evidence of your good sense,—doubtless the only evidence you can give. No; you have not taken it since you have been in college. You have done and said all you could against it. But you read it. Oh! yes; you want to see what is in it. The little facts about college life which it presents really interest you. Doubtless you look it over in the hope of finding some slight mention of yourself. And now you have found it. This whole article is devoted especially to your own highly important individual self. And since your eager search has been at last rewarded we would advise you to either take the CAMPUS and pay for it like a man or else be consistent enough to quit reading it.

ALL have a reverence for antiquities. Old coins, ancient vases, archaic weapons and utensils have a fascination about them which is induced by something more than their historical importance. Ancient manors, castles and temples seem to be surrounded by an atmosphere of sacredness. But it is not necessary that an old thing look like the mischief in order to be revered. Doubtless most of the students and alumni would prefer to see classic old Bentley remain upon its present site than to have it replaced by a modern structure. There is an admiration for the old building that amounts almost to reverence; but there is no very great sacredness in the hieroglyphics on the walls, the holes in the floors, or the fantastic carvings on door-posts and window sills, answering to the festive genius of the bygone prep. A few hours spent in those dismal recitation rooms serve to dispel any feelings of admiration which an outside view may have induced. All about the old building are such signs of age as call for repairs rather than reverence. This needed improvement in our class rooms ought not to be delayed longer. But if the authorities should decide to make such a happy innovation, a contemporaneous reform must be wrought in the students. The very disgraceful tendency among college students to mar and destroy college property debars them from many conveniences which they might otherwise have. The trustees cannot but regard it as folly to place our buildings in fine repair unless they can have some assurance that they will remain so. It ought not to be necessary to exhort people to refrain from destroying their own conveniences; yet past events bear witness to the fact that there are students in college who will, perhaps thoughtlessly, do this very thing. We believe that class of students is at present small and is fast

diminishing in numbers, and that if our recitation rooms were placed in good repair and made cheerful and comfortable, the students would take pride in keeping them so.

WHAT shall I do next year? This is the all-important question to the members of '84. Some have doubtless made their plans to enter immediately upon the line of study leading to their chosen profession; but many for want of means will be obliged to turn their attention to some employment. It is not very encouraging to think that, after all these years of toil and study, one must begin as an apprentice in whatever field he directs his labor. The drill and discipline of our college work has given us power; but yet that power must make itself known through a period of trial. The general scope of our college training has fitted us for no especial work. So that while we ask, "What shall we do?" we may just as anxiously ask, "What *can* we do?"

The public schools seem to present the most tangible opportunities to the college man; and yet, depending upon his college training alone, he is very poorly equipped for the duties of the teacher. College men make signal failures in school work. They are apt to regard education as the only requisite of the teacher, and go into the schoolroom expecting to unload their acquired knowledge upon the pupils with a total ignorance of methods. They are unprepared to meet the attendant difficulties of their new relations and are surprised and nonplused at every turn. The consequence is failure. They follow teaching just long enough to meet all the obstacles and surmount none of them, and so retire from the work disgusted with everything connected with it. A careful preparation would have enabled them to avoid the difficulties, or, having met, to overcome them.

Though the higher college education may be of great practical value to the teacher, yet the education that he most needs is comprised in those branches in which the college man is quite generally deficient. Whatever study he may have given to the common branches, was given in the early part of his course, and though he may have a fair knowledge of the general principles, yet the lapse of time has left him wanting in the niceties and subtleties that the teacher should know. Nothing will prove more detrimental to a teacher not only in imparting instruction but also in his disciplinary power, than a manifest weakness in the branches he pretends to teach. It matters not how many languages he can speak, how many scientific wonders he can display, or how many high sounding titles come thundering after his name, he must win the respect and confidence of his pupils by being master of the subjects in which he daily appears before them as instructor.

What has been said of teaching may apply generally to whatever we undertake. As remarked above, our qualification is general, not special. Then let not our way to success, for want of special preparation, be marked by successive failures; but let us bend our energies to acquiring the special knowledge needed in the pursuance of whatever calling we may choose.

If we do this carefully, the question, "What *can* we do?" will not be so difficult to answer; for, if we have rightly profited by our college training, we have a good foundation upon which to build any superstructure we choose.

How many college graduates fail to do their best in after life just because they have not the physical endurance to carry out what their mental powers are capable of performing! Yet their health is not broken down by too much study. Very few men have ever died from over-work in college. A great many think they have ruined their health and give the word of some physician to prove it. The physician may have said so, but in nine cases out of ten he said so because he could think of nothing else, and he knew that would please his patient. It never fails. It makes the student think he is a hero or a martyr if he can be able to say he worked so hard, so very hard that his health failed. He tells everybody he knows, goes home to his fond and gullible parents and makes them believe he is sick from too much study. They pet him, keep him quiet and take great pains to secure rest for him; when the very cause of his trouble is too much rest and the very best remedy would be a little healthy activity. I will venture to say laziness has deranged more livers and made more dyspeptics in college than hard study ever did. Our students would be healthier and at the same time would be able to do better work in their studies if they would spend less time sitting over their lessons and a little more at some active sport. There is a difference between exercise which is forced and that which is taken both for pleasure and profit. The one who swings dumb bells or Indian clubs from a sense of duty to his physical nature receives but little good from it. The proper exercise and the exercise which the student should take is that which can be enjoyed while he is engaged in it; that which absorbs the mind while it employs the muscles. There is a sad lack of interest in athletic sports in college. It is growing worse and worse every year. We have no athletic association. Field day is almost forgotten. Our base-ball nines are not what they once were. Foot-ball teams have not been well organized for several years. There are several reasons why we should have a revival of athletic sports. The main one is, that our students need exercise. Exercise which they will take for pleasure as well as for profit. The disposition of those who need exercise most is to pour over their books an unnecessary length of time. If we had a well regulated organization, sport congenial to the tastes and habits of all could be furnished. A good organization too would give Allegheny College a standing abroad. Michigan University was brought into prominence in the east more by her athletic victories than anything she ever did. All colleges of any pretensions take pride in their athletic sports, and Allegheny ought not to be behind the times. We have an abundant supply of material. We have fair facilities and there is no good reason why we cannot have a live association. By all means let's do something to arouse Allegheny from her present lethargy. C.

## Among the Colleges.

*Not to know at large of things remote  
From use, obscure and subtle, but to know  
That which before us lies in daily life,  
Is the prime wisdom.*

—MILTON.

### EXCHANGE CHAT.

Many of the eastern colleges are discussing the feasibility of changing the weekly holiday from Saturday to Monday.—*Ex.*

The bell which tolled at Shakespeare's funeral is still in use at Stratford-on-Avon.—*Michigan Argonaut.*

The girls at the University of Michigan are to have a gymnasium.—*Ex.*

Matthew Arnold pronounced the Toronto University building to be one of the finest he had ever seen.

Princeton has the honor of possessing the identical electrical machine that Dr. Franklin used.

Pres. Gates, of Rutgers, asserts that small colleges afford superior advantages to the larger ones.

Columbia Annex notes: The disgraceful actions of the Vassar team at the last Intercollegiate Gum Chew have been severely condemned by the Columbian ladies.—*Ex.*

The University of Texas opened last month. The buildings are magnificent and spacious. It will be co-educational. It has an endowment of nearly \$6,000,000, and a million acres of land. It is to be a jewel of learning to the South.—*Chronicle.*

The *Chronicle* says: Vassar girls kept up their athletic training during the Christmas holidays by means of a "Mother Goose reception," a candy pull, and a leap-year party, of which speeches, songs and an impromptu (!) spelling match were prominent features.

Cornell University has received an invitation, signed by the duke of Argyll, as chancellor, and Sir Stafford Northcote as rector, to send a representative to the three-hundredth anniversary of the founding of the University of Edinburgh next Easter.

A Bowdoin student has made some remarkable improvements in the spectroscope.

Shinkell, Cornell's celebrated oarsman, has been heard from again. This time he has been engaged in the delightful pastime of robbing graves. The pockets of his fellow collegians were too small game for him.—*College Argus.*

The Blind College, at Worcester, Eng., recently tried the novel experiment of holding athletic games for the blind students. Their running was directed by bells and by stationing boys at intervals along the roped track. Tugs-of-war, leaping, putting the shot, races of all kinds, and distances were successfully and creditably carried out, and the Pall Mall *Gazette* says much admiration was excited by the straight and powerful running of the blind boys in the handicaps.—*University Junior.*

We clip the following from the Pittsburgh *Advocate*: "Permit a constant and always delighted reader of Dr. Hyde's

Notes on the International Series of Sunday School lessons to thank him for furnishing the best, most interesting, and every way helpful comments to be found in any of the Advocates without exception. They alone are worth the price of the paper for a year. The Doctor ought to publish these "notes" in a volume or volumes, or if he will consent to write a commentary on the New Testament or the whole Bible there is still room for it." We fully endorse the above and feel glad that the efforts of our Dr. Hyde are thus appreciated. We would like, in addition, to suggest that if the Doctor does not undertake a commentary on the whole Bible that he at least publish in a separate volume, without the changes and mutilations, his commentary on Ecclesiastes and Solomon's Songs, which form a part of the Whedon Series of Commentaries.

The death of "Old Mrs. Grimes" has awakened much interest in the literary and college world concerning the author of "Old Grimes." The *Varsity* claims that Toronto had the honor in the early part of this century of being the home of the illustrious author of his own epitaph. "Old Grimes" was an itinerant hardware merchant, who, in his perambulations *en pied* over the country favored a certain private family, of which one member still survives, by taking up his lodgings with them as often as the family felt it agreeable to accommodate him. He was well remembered for his ready abandon to the pleasures of the hour, and his improvident unconcern for the future. By turns the soul of mirth and pathos, he was an ever welcome guest at the evening fireside. He was a minstrel poet improvising as he sang. It is strangely sad that no strains of this wandering bard's remain, save those relating to his own demise. Lately the authorship of "Old Grimes" itself was disputed. An exchange noticing the fact spoke of the poem as exhibiting a low grade of poetic genius. In reply to this the loyal *Varsity* defends the claims of the author, establishes fully the reputation and merit of the poem, and moves us to tears by these affecting allusions: "As this touching little ballad is in a manner identified with our University it behoves us to support the poem so unjustly disparaged. What more legitimate and nobler office of poetry than to arouse noble emotions by skilful word painting? How complete the picture in the words 'Old Grimes!' His name was Grimes and his back was bowed with the burden of many years. As we sing the plaintive ditty do we not all feel a reverent pity for his age and a virtuous indignation against the god-fathers and god-mothers who made him wear the name of Grimes."

And now "Old Mrs. Grimes" is dead. For want of proof to the contrary we conclude that she was a faithful and obedient wife. The sole survivor of her family, she outlived her lamented and talented husband; and when she died a stranger wrote her epitaph. There is not in this poem the brilliant diction and touching sentiment which characterized "Old Grimes" genius; yet it derives a peculiar interest from its tender associations which commends it to the attention of all.

#### OLD MRS. GRIMES.

Old Mrs. Grimes is dead. Alas!

We ne'er shall see her more.

She was the wife of good old Grimes,

Who died some years before.

A very worthy dame is gone,

Since she gave up her breath;  
Her head was white with frosts of time—  
She lived until her death.

Though rough the path, her willing feet  
E'er walked where duty led;  
And never wore a pair of shoes  
Except when out of bed.

Busy she was, from morn till night  
Spite of old time's advances;  
Although her husband left her here  
In easy circumstances.

Good Mrs. Grimes is now at rest,  
She'll rest through endless ages;  
The sun has set, her work is done,  
She's gone to claim her wages.

### WIT.

LO! THE POOR "DUDE."

Newspaper paragraphists seem to consider the "dude" of recent origin. On the contrary, it is very ancient Gaelic, and classed among cant words. Then the word duds or duds signified clothing. In a dictionary of slang and cant words, published in London in 1865, on pages 16 and 126, can be found the word used with this significance. It is well applied to a case of barely animated humanity in exceedingly good clothes. It is simply a case of clothes—"a dude."—*The Lantern*.

### A WISE PROVISION.

A blooming dude of æsthetic grain  
Was walking down Broadway,  
Taking a lunch from the head of his cane  
And digesting the matinee;  
When a little girl who was passing near  
Espied his lank profile;  
And silently looked on his dress so queer,  
As he munched his frugal meal.  
She gazed awhile on his six-foot three,  
Then said in accents sweet,  
"O mamma, how thankful he ought to be  
They turned up so much for feet."

—*Tech.*

Wonder if Webster's famous saying was made for the duds when he said "there is plenty of room at the top."—*Hobart Herald*

A dude gazed intently at a giraffe for a few moments and turning sadly away, sighed: "Oh! if I had a neck like that, what a collar I could wear."—*College Courier*.

Costly clothes and jewels rare,  
Lily hands and shining hair,  
Smile so kindly, look so shrewd—  
O, have mercy on the "dude!"  
Coat too small to button round,  
Pants so tight he can't sit down;  
Always wishing to be wooed—  
O, deal gently with the "dude!"

Movements all so nicely made,  
Every word so sweetly said;  
"Awh! those fellows seem so wude!"  
O, Confound the college "dude!"—*Ex.*

The latest slander on the dude is that one bumped his head against a cobweb stretched across the street and had to be carried home with a cracked skull.—*The Hoosier*.

Two farmers saw a couple of duds on a street in Troy, when one exclaimed: "Gosh! What things we see when we don't have no guns."—*Denison Collegian*.

### THE DONKEYS DREAM.

A donkey lay him down to sleep,  
And he slept and snored full deep,  
He was observed (strange sight!) to weep,  
As if in anguished mood.

A gentle mule that lay near by  
The donkey roused and, with a sigh  
A kindly voice, inquired why  
Those tears he did exude.

The donkey, while he trembled o'er  
And dropped cold sweat from every pore,  
Made answer in a fearful roar;  
"I dreamed I was a dude!"—*Volante*.

### WISDOM.

The periods of our lives which give us the most joy at the moment, and which are most exquisite in memory, are those when we have gone most wholly out of ourselves, and lived for others. She who seeks excellence and not reputation alone, rises higher in her pursuits; and she who forgets her own pleasure—ignoring, it may be, her own rights—and forgets herself, in her genuine interest for others, attains to the surest and most satisfactory enjoyment. The secret of many low and miserable lives is the complete absorption of the man and the woman in their own pleasure and want, cares character and prospects.—*Mary A. Livermore*.

There is a pride which belongs to every rightly constituted mind, though it is scarcely to be called pride, but rather a proper estimate of self. It is, practically speaking, the elevation of mind which arises when we feel that we have mastered some noble idea and made it our own. Man is proud of the idea only so far as he feels that it has become part of himself.—*Von Humboldt*.

What a man *does* is the real test of what he *is*.—*Matthews*.

There is nothing which wings its way so swiftly as calumny, nothing which is uttered with more ease, nothing is listened to with more readiness, nothing dispensed more widely.—*Cicero*.

"If men would follow the footsteps of unflinching logic with loyal tread, error would more often be torn up by the roots; for premise is the seed and conclusion is the fruit, and by their fruits ye shall know them. Many a man holds a belief honestly and of a pure heart, from whose legitimate fruit he would recoil as from a poison-fanged serpent. It is blessed that the love of the heart so often thwarts the logic of belief, as it would do its dire work in the field of character."

"Give every man thine ear, but few thy voice;  
Take every man's censure, but reserve thy judgment."  
—*Shaks. Hamlet*.

Where the meekness of self-knowledge veileth the front of self-respect,  
There look thou for the man whose name none can know but they will honor. —*Tupper's Proverbial Philosophy*.

Nature is upheld by antagonisms. Passions, resistance, danger, are educators. We acquire the strength we have overcome.—*Emerson's Considerations by the Way*.

### Rigan.

Late again.

Vacation commences next Wednesday.

Winter term ends in a week—but next begins in two.

It's a "frigid temperature" when news is scarcer than at present.

The Juniors were allowed to eat their supper and speak their little pieces undisturbed by either Sophomore or Freshman.

The oration contest for the Chautauqua prize of Allegheny Society has been postponed to the second week of next term.

Delta Tau Delta has held two very enjoyable hops in her new quarters. Invitations were confined entirely to the order.

A Philo is so morally sensitive that he would not encourage the work of the devil by attending the performance of their drama.

Prof.—"Mr. M—r—ck, your remarks are very interesting but somewhat discursive. Will you now please confine yourself to something found in the book?"

For the first time in a long series of years Washington's birthday was not observed by the students. Is it a sign of decay of national as well as college spirit?

Some attention should be paid by the proper authorities to the walks through the Campus. They are now, and will be during the next few weeks, almost impassable.

Dice's interpretation of the constitution is a boon to Philo-Franklin Society. No danger of any dead-lock, oh no! "The constitution gives me one vote and Roberts' rules of order another, don't you see?" That sounds very much like monopoly.

Fuller, it seems, was retained as special counsel for one faction of the Ossolians, and, of course, such a position required his presence in a time of need. But the other side could not be made to think so and consequently requested him to retire from the chapel during their meeting.

Mead, '84, will organize his last class in short-hand on the beginning of next term. Mr. Mead is a practical stenographer and has earned a complimentary reputation as an instructor. All desiring to acquire this very valuable accomplishment should consult him before the class is formed.

On Thursday evening, March 20th, the Junior class and their ladies held a banquet at the Commercial Hotel. The following were the toasts: "Our Class," C. M. Miller; "Esse Quam Videri," W. M. Everett; "The Ladies," Duff Merrick; "Old Allegheny," W. H. Gallup; "Our Future," C. R. Thoburn. Mr. C. W. Proctor, president of the class, acted as toast-master. The affair was in every way a success and it is to be hoped that the custom inaugurated by the present class will be followed by succeeding Juniors.

The sad death, by his own hand, of H. M. Richmond, Esq., has already been made known through the public press. Mr. Richmond had borne ineffable suffering from acute dyspepsia for years and in a state of despondency, brought on by insomnia, was driven to commit the rash act. He was a successful business man and member of the bar, honored and respected by the

entire community, and the news of his untimely death was a heavy shock to his many friends in this city and elsewhere. Allegheny Society, of which Mr. Richmond was a valued member, passed resolutions of sympathy and condolence and offered a floral tribute to his memory.

"What we demand then in our college journals is that which pertains particularly to college life. It should represent all the interests of a college, and represent them faithfully. It should be to the students, as near as possible, the same as newspapers are to the general public. In order to accomplish this students must interest themselves in their papers, must support them, not only financially, but by contributing whatever is of interest, by bringing up for discussion all subjects of importance, and seeing that whatever needs attention is noticed."—It is the desire of the editors to make the CAMPUS such a representative journal. To bring this about we must have your co-operation. The students expect a paper containing all the news, yet they will not trouble themselves to even mention any personal or news item to one of the board of editors.

The students, as well as his many friends in the city, are both pleased and regret to learn of Major Pullman's promotion. Pleased to see so competent and efficient an officer receive the advancement he so richly deserves, and regret to lose so able a commander and so agreeable gentleman as the Major has proven himself to be during his residence among us. Under his charge the battalion has reached a stage of perfection in drill and military order that it has never before attained. He has established a rule for making promotions that is evidence of his justice and fairness. His appointment to Assistant Quartermastership has been confirmed by the Senate, with the rank of Captain, and he now awaits for orders to his new position. It is the universal wish of the battalion to have the Major remain through the year if it could be possible.

On Thursday, the 13th, Dr. Hyde reached the fifty-eighth anniversary of his birth and the day, no doubt, was a very pleasant one. The surprises commenced in the morning after prayers. The Doctor had addressed a few remarks to his elocution class when President Wheeler arose and said: "It is a coincidence, Doctor, that the class of which you have just been speaking, having learned that this is your birthday, have asked me to say something to you. I don't know but I learn from the public prints that the average age of this faculty is over an hundred years. I can not tell what your years are but judging from the extreme youth of Prof. Montgomery and myself I should say you must be considerably beyond one hundred. If this is the fact the selection of a souvenir which the class has made is particularly appropriate, "Gray's Elegy in a country church yard." The President then recited him an elegantly gotten up copy of the poem, at the same time expressing the hope that it would be many years before the recipient would visit the church yard for personal interest, and extending the best wishes of the class. Dr. Hyde was taken completely by surprise but replied in a very neat and eloquent speech. He said that without hesitation he wished the day would come oftener. "There is a very pleasant element in a surprise of this nature. I think this marks a new era \* \* \* but I am not able to state whether it marks the event of a rising or setting sun. If the latter perhaps I had better revoke what I have just

said about the arrangements of the class for next term. I will take this and keep it, I will place it among my treasures." The Doctor concluded his remarks by alluding to the profession of the teacher. It is not one of fame and display, but, as the mother of the Grachii said, the pupils are the jewels and the teacher is thrice content if he is remembered by those who come after him. Later in the morning the desk in his recitation room was adorned with flowers, and in the evening a number of friends called at his house and presented him with a very handsome clock, the gift of the college missionary society.

#### THEATRICAL.

The success with which the first representation of the drama, Bread on the Waters, was met, induced the Philo-Franklin and Ossoli Societies to repeat it and to charge an admission fee, the proceeds for the benefit of the latter society. The Philo hall was converted into an improvised theatre with stage, scenery, drop curtain, foot lights, and all the conveniences possible in so small a room. Miss Clara Snyder as Dilly, Little Bread on the Waters, sustained her part in such a manner as to frequently call forth applause from a critical audience and displayed more than ordinary ability as an actor. Her acting was full of the *naïveté* and grace which the part called for and in the estimation of all she carried off first honors of the evening. Jonathan Wilde Butts, the village constable in the hands of F. M. Currie was ably presented and the gentleman displayed his powers as a comedian to be on a par with that of many professionals. Duff Merrick in the character of Bob Winders, the corpulent student who was always in hard luck, took the part in his usual thorough way and satisfied all that he is an actor of no mean ability. Dr. Harlem, principal of Lakeside Seminary, was represented by Will. M. Everette in a very effective and artistic manner. He acted very satisfactorily in different scenes which required both skill and talent. Miss Heath as Mrs. Loring, the housekeeper, Miss Mae Goff as Lucy, Chas. M. Miller as Harry Harlem, and Frank Wells as Fred Hastings, were all admirable and earned many compliments. The character, Fred Hastings, was particularly difficult, the villain always is, and was taken by Mr. Wells in very good style. The net proceeds were over fifty dollars and would have been more had there been accommodations for all who wished to attend.

#### COMMENCEMENT ORATORY.

During the past month the representatives of the different societies have been selected.

In Allegheny Society H. V. Hotchkiss was the successful man, the vote being 25 to 18 for W. J. Guthrie, the opposing candidate. Here, the usually exciting battlefield, the election was a very tame and quiet one. As is the custom, the orator-elect lead the procession of hungry and thirsty youths to Lentz's where, with loud shouts of victory, they raided the tables bountifully prepared for them.

On the same night L. L. Doane was elected without opposition by the Athenians.

In Philo-Franklin Society the election was more equally contested. The result was as follows: A. W. Newlin 21, F. M. Currie, 20, No choice 1.

The most excitement was centered in the Ossoli Society. A dead-lock was reached on the first ballot and the meeting adjourned *in situ*. At the next regular meeting, after the co-ed. parliamentarians had studied their constitution and read up the rules of order, they succeeded in making a choice. The contestants were Misses Marion Jordan and Edith Guignon, the first being the lady who will represent the society next Commencement.

In the *Popular Science Monthly* for February appears the first half of an interesting paper on "College Athletics," from the pen of Prof. Richards, of Yale. Considering the "advantages" of college athletics, the professor assumes that he has the assent of sensible people to these two principles; "first, that young men who study need exercise; and, second, that exercise, to be beneficial, should be regular and systematic." Proceeding in the presentation of his subject, he makes clear the distinction between "body brain-work" and "mind brain work;" and shows that the results of the present system are: (1.) "The college is sending out a better breed of men;" (2.) The development of "certain qualities of mind and character not provided for in college curriculums, which are as essential to success in life as ripe scholarship and literary culture." Qualities such as courage, resolution and perseverance, and, (3.) "Conducive to good order," "drives out bullies, fights, dissipation and is an outlet for the superabundant animal life of some men." In addition to these he makes a number of other arguments proving conclusively the advantages derived from regular athletic training. In the March number the professor discusses the evils of the system. We commend a perusal of these articles to our readers as containing much interesting information. They may have some influence, too, in establishing the much needed gymnasium at Allegheny.

CORNELL'S VERDANT FRESHMEN.—A New York paper gives the following account of one of the most brilliant bits of strategy ever conceived by Sophomores: "Since the time two years ago, when half a dozen of the Freshmen officers were kidnapped by the Sophomore class, no such excitement has been witnessed among the students of Cornell University as on the evening of February 29th. The class of '87 had made arrangements to have their Freshmen supper served in a large hall in Ithaca by Teal, the Rochester caterer. Since the Freshmen attempted to prevent two Sophomores from attending their banquet at Elmira, rumors had been current that the Sophomores would retaliate by attempting to break up the Freshmen supper by kidnapping some of their officers. President White threatened summary punishment upon the whole class if any such attempt was made, but the boldest practical joke ever played at Cornell was concocted by the Sophomores. Two of their number went to Rochester and told the caterer that they were Freshmen, that their plans had been changed, and that the supper would be served in Trumansburg village, 10 miles north of Ithaca. He would pay no attention to any dispatches sent to him unless they were countersigned by them. This plan was kept an entire secret by the Sophomores, and Teal arrived at Trumansburg with the supper, waiters, &c. About 80 Sophomores went to Trumansburg by the 6 p. m. train. On arriving there they marched to the Town Hall, which was gayly decorated with banners and flags, and ate the supper which the poor Freshmen paid for and were cheated out of. A few Freshmen, perhaps 20 in number, seeing the Sophomores assemble at the evening train, also went down to Trumansburg, but the caterer paid no heed to their indignant protestations that they were the true Freshmen, and he, with his six colored waiters in full dress, and with music by a brass band, served the supper to the 80 students whom he still supposed were Freshmen. When the first authentic news came that the Sophomores had actually eaten their supper, the Freshmen gnashed their teeth in anguish, and unsuccessfully tried to charter a special train to carry them there. Crestfallen by the entire success of the joke played upon them, they acknowledged their defeat and met the exultant Sophs with a brass band on the following morning."

#### PERSONAL.

G. A. Miner, '85, is preaching at Syracuse, Neb.  
J. C. White is studying dentistry in Pittsburgh.  
It is rumored that Elmer Rice was recently married.  
Miss Grace E. Beebe is engaged in teaching at Berea, Ky.  
"Babe" Taylor spent a couple of days among the boys recently.

Proctor was elected president of the Junior class *vice* Long, promoted.

C. E. Lynn, ex-'85, has entered mercantile business at Conneaut, Ohio.

Ward, '86, visited his college friends lately and will resume his studies next term.

H. C. Hawkins, '74, of Cattaraugus, N. Y., died of consumption, at Minneapolis, Minn.

C. M. Burkhalter, '83, will soon commence to study law in one of the offices of this city.

Dave Jameson, an old student, now practicing law at New Castle, was up to the last Delta hop.

W. R. Fulton, '87, has accepted a position in the Sandy Lake bank and will not return to college.

Dr. Coulter, '80, expects to permanently remove to the West on the return of Dr. Lashells from Europe.

Miss Clementine Calvin, '82, who is teaching at Waterford, Pa., was in the city for a few days recently.

D. B. Heiner, Esq., '74, was elected chairman of the Republican executive committee, of Armstrong county.

C. T. Fox, '85, Hovis, '86, W. Hoag and W. W. Hotchkiss, '87, will return to their college duties next term.

Rev. J. V. Varnell, who contributes a poem this month, has just completed a comprehensive work on systematic theology.

Dr. Nodine, '74, has severed his connection with Dr. Smith, of Cleveland, and has opened an office on Bank street, that city.

Rev. J. B. Balantyne, '81, was made the recipient of an elegant gold watch and chain, the gift of his congregation at Hites station.

Frank Koester has been principal of the high school at Tarpot, Pa., during the past winter. He goes to West Point in June.

Chas. W. Fish, '81, and F. McK. White, ex-'83, were graduated from the medical school of Western Reserve University, Cleveland, last week.

Prof. Williams was recently elected president of Genesee Wesleyan Seminary, Lima, N. Y., and expects to enter upon his duties the first of April.

J. H. Thompson has formally commenced the study of medicine in the office of L. H. Williard, M. D., cor. Allegheny and Western Aves., Allegheny City, Pa.

H. W. Plummer attended the conference of the executive committee of the Delta Tau Delta Fraternity at Akron. A. G. Pitts, of Ann Arbor, another member of the council, returned with him and spent a few days among his Delta friends here.

Miller, Thoburn, Merrick, Proctor and Hamilton, all Juniors, will be absent from college next term. Their business is to recruit, equip and discipline an army of book agents, which will make a merciless raid on the unsuspecting people of this and the adjoining states during the summer vacation.

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MARCH.

THE March OUTING comes out with a charming snow scene for a frontispiece, and a mixture of winter and summer in its contents, as varied as the season. A light tennis sketch, by Ario Bates, with lively illustrations, has the first place; here is the author's versification of the amorous slang of that flirtatious game:—

Love fifteen! That is calf-love;  
No well-trained taste likes veal.  
Love thirty! Then men laugh love,  
Too wise its best to feel.

Love forty! Small excuse then,  
When youth's hot blood is tame;  
No wonder e'en the "duce" then,  
Can't much prolong the game!

The leaves from Mr. Chadburne's Journal of his entomological studies on a bicycling tour give a solid modicum of science to the number, set off by butterfly pictures. Winter, in its various aspects of beauty and of storm, appears in two essays; and in another one Commodore Jones describes a trip on skates from Hartford to Springfield, done in three hours, with the assistance of one of those swift Norwegian rigs of sails that make every man his own ice-yacht. They seem to carry a man at a splendid pace when the wind and ice are right. Then there are some bicycling poems and excursions, and a yachting sketch. The best fiction in the number is a breezy out-door story, begun by President Bates, called the Masq'allonge, and it has one of the best descriptions of a storm in it that we remember:—

"The first gust of the storm was a zephyr to the blasts which followed. Each succeeding squall was more and more violent. Within twenty minutes after its first rush the wind fairly howled along the hollow crests of the waves, tearing them into fragments of driving spray. The rain fell in blinding sheets, accompanied

by incessant and vivid flashes of lightning and terrific peals of thunder. It was impossible to see more than a few yards in a circle about the skiff. The air was filled with spindrift, which, in lumps of water, struck the men with the fury and almost the hardness of flying stones. The children cowered in the waist of the boat, clinging sturdily to the middle thwart with their backs to the storm. Jean was kept busy bailing out the water, which, in spite of her efforts, half filled the skiff, and made her motions in lifting to the waves dangerously heavy. Joe, facing the storm, found all his strength and skill taxed to hold her head to the sea with the oar, although the stout line at her bow dragged till it seemed as if it must certainly part. Several times the heavy boat, to which they were attached, rolled wallowing over, causing Jean to cautiously pay out more line. Every moment the raging seas increased in height and power. Instead of running in long ridges, the waves heaved in great lumps and cone like hills; and now and then two or more of these watery hills rushed together with a furious shock, their clapping sides sending up showers of spray, and capping their broken tops with broad sheets of white foam. Upon these leaping hills the skiff was tossed like a chip in the rapids of Niagara, now emptying herself of water, now filling nearly to her gunwales. But the steady skill and strength of the two men kept her from rolling over, and held her firmly in the safest position, while the children, with undaunted courage, clung resolutely to their hold upon the middle thwart, to prevent being washed overboard. Of course the wind and sea rapidly drifted the boat and skiff landward, but the men could not see the shore, except occasionally, when a momentary opening in the rain and spray enabled them to catch a glimpse of the sand dunes as they rose on the crest of the wave.

In three-quarters of an hour the wind began to lull a little; the squalls came at longer intervals, and with diminishing fury. In an hour the rain ceased falling, and the gale was rapidly dying away. A quarter of an hour later there was only a brisk breeze from the west, and the setting sun occasionally shone over the surging water, through waves of broken clouds. But the sea, released from the restraint of the beating rain, and no longer whipped about by the varying squalls, now rose still higher, and rolled in long lines of dark heaving swells, which broke in surf and spume upon the harbor bar, and rushed with a river-like thunder far up the sloping yellow sands of the shore, to uncover many yards of the bottom in its recoil. Toward this boiling and dreadful turmoil the skiff and boat were slowly drifting, and were already dangerously near."

This is by a man who knows what he is writing about. If the character drawing is as good as the description of nature, the story will be a powerful one.

The best poem in the novel is Mr. Ritchie's description of running the rapids:—

Down the wild, white race of swollen waters,  
Current-twisted, eddy-tortured flow,  
By the rock above whose rough edge totters  
Broken foam, in wreaths of watery snow.

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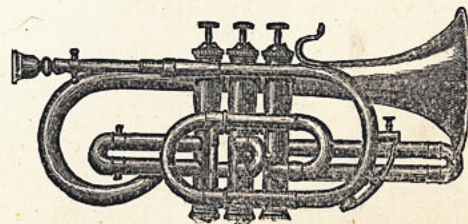
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