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VOL. X., No. 6.

ALLEGHENY COLLEGE, MEADVILLE, PA., DECEMBER 9, 1893.

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The rapidity with which that favorite au-
tumn sport, foot ball, has taken such firm foot-
hold on the affections of the lovers of untainted
athletics, has far surpassed the expectations of
its most enthusiastic supporters. The game,
which by the way is one originated and devel-
oped among collegians, is a comparatively new
one. A few years ago, when base ball was in
the height of its glory, it was but little known
and seldom did we see or hear accounts of any
such contest. But how quickly all this has
changed! Now we hear the friends of foot
ball demanding its recognition as the national
game, while base ball seems to be in danger

of being dethroned from the position which
it has so long occupied. To the American
college belongs the honor of developing the
game. The leading newspapers and other
periodicals are full of accounts of games be-
tween colleges, while the biographical sketches
which some of the players receive threaten to
crowd other and more important news from
their columns. In our own college, foot ball
has, during the season just drawing to a close,
made greater progress than ever before. Teams
have been organized in years gone
by, but not until this fall have we had a
team in active operation. True, we have suf-
fered ourselves to taste the bitter gall of de-
feat, but we have risen from a state of innocu-
ous desuetude and victory will, in the future,
seem sweeter on this account. Our under-
standing of the game is unfortunately limited,
but the excitement which comes to an observer
is of the most exhilarating character. A well-
known university president defines foot ball as
follows: "Foot ball is training in co-opera-
tive endeavor. Each player works with every
other, knee to knee, shoulder to shoulder—
one man runs, three men protect him from the
tackling assaults of his antagonists. One man
gets the ball by a trick, four men have aided
him. Nine men are pushing nine other men
toward the goal, bowed and buckled together
into one manhood; two men stand without
ready for a swiftly made emergency. Each
man is strong for himself and for every other.
Let our friends who are talking of a co-opera-
tive basis of society see a foot ball game if
they wish to know what use co-operation is.
Eleven minds that think as one, eleven hearts

Prof Elliott

VOL. X, No. 6.

December 9, 1893.

THE CAMPUS

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that throb as one, eleven necks that bend as one, twenty-two shoulders that push as one, twenty-two hands, twenty-two knees, every man, every faculty of every man, all working with each other and toward one aim—that is foot ball." A beautiful description, simple and concise. Notwithstanding the cries of opposition sent out by a few Eastern papers, concerning the brutality exhibited in contests of this character, foot ball continues to prosper. It is the center around which all college sports tend to cluster. The mental and physiological benefits which are derived are of great value. A player must think quickly and instantly put those thoughts into action. Within the bounds of our own college life, the game has received encouragement from the faculty, a factor which has been entirely lacking heretofore. Experience has taught us and ere another season ends we prophesy many victories for our representatives.

* * *

The educational congress held in Chicago during the past summer brought to light one of the most peculiar characters ever found. The feature of the week was the paper read by Hon. Rowland B. Mahany, United States Minister to Ecuador, on "the failure, if such it be, of college education." He declared open war against the affectation in the big universities. He further stated: "Useful and distinguished citizens are more likely to come from the village school than from the college hall. In colleges where affectation of learning prevails among the students, individualism and independence are lost; egotism and delusions flourish. This is precisely wherein popular education is superior to the college brand. It is my deliberate opinion that all the colleges of the United States could be obliterated without perceptible change in the forward march

of American progress." He continues in this strain, winding up by saying that a pseudo aristocratic atmosphere exists in some American colleges and the fact that it is pampered is a proper charge to be leveled against American college training. After such an outburst of nonsense and stupidity, it is evident that we have a lunatic on our hands, whose fanaticism is beyond all human conception. To sweep away the colleges and universities of this country would be a decided impossibility, or, if such a thing could be done, would undermine the foundation of the nation's stability. Years ago a common school education was deemed sufficient. We have advanced to a condition where a higher education is not only necessary but is demanded. On this point, different minds hold to different opinions, but he further states that "a pseudo-aristocratic atmosphere" exists in many colleges. Heretofore we have supposed that the inspiration of the common school flowed from the college and that the beginning of public institutions was from this fountain of higher cultivation. Mr. Mahany says this is wrong and we must abide by his decision. How much we should regret that this "pseudo-aristocratic atmosphere" hangs in a threatening cloud over us. We are sorry, but so Mahany has said. It seems, however, to be a healthy medium in which to live. It was this same substance which he himself breathed years ago at Harvard, and yet he lives, for no grave or thing material could utter such words as he voiced before that assemblage of educators. While we do not wish to further discuss this man and his prehistoric ideas, we cannot refrain from offering our thanks for the knowledge he has given us. We admire a man who tells us what he thinks; we despise a man who tells us anything which he himself knows to be a lie. We suppose it is now in order for our colleges and

universities to shut up and we earnestly hope Mr. Mahany will follow their example.

* * *

A few weeks ago, the sheriff of one of Ohio's most populous counties conducted four men, convicted of minor crimes, to the penitentiary. This may not seem strange, but when it is known that every one of these men was a college bred man, we shudder to think of it. Whether or not they were college graduates we are not positive, but that they have enjoyed the privileges of a college life is certain. This is one case among a thousand, perhaps, where all the convicts of a party on their way to permanent headquarters were of this class. Careful statistics have demonstrated that the college bred man is very well behaved in after life. Of course his behavior while under the supervision of a generous and well-meaning Faculty can hardly be considered an example of his bearing after graduating. And yet there are some, who pose as students, who in fact are paving the way to a life among walls of a very different kind from those of a college building.

* * *

The thirst for a classical training which siezed the youth of the land when higher education was offered to them seems to be subsiding. Up to the time of the late war, perhaps ten or fifteen years later than that, every effort in educational circles was apparently in the direction of a further knowledge of the classics. The progress and prosperity of the country has demanded a change, and as a result of this, we find technical schools and colleges firmly established and enjoying large attendances. In the classical courses of the colleges and universities of the United States great stress is laid upon the study of the dead languages; Latin, Greek and Hebrew being

the principal ones. To spend years of useless drudgery in slowly picking one's way through volume after volume of any of the above languages is, we think, folly. The defenders of dead languages may say that it is necessary to study them to enter a professional life. To be a minister of the gospel one should be versed in the three above mentioned. In law and the practice of medicine Latin is deemed a necessity, and science can hardly flourish without its Greek. Their arguments are good, we acknowledge, but the question is, How much of this or these languages must we have and how long must we study them? If a student learns the principle of a language as laid down in the grammar for that purpose and is able to apply these principles, time spent thereafter could be spent more profitably than in an uninterrupted search of several years for Greek and Latin roots. On the other hand, the study of the modern languages, such as French and German, has not the time and attention that their worth demands. Living as we do in a cosmopolitan country, there is great need of fluency in these languages. The technical school is one of the factors employed in discouraging the surplus of the former and the encouragement of wider study in the latter. Indeed the technical school is gaining great favor as an educational institution. A vast army of young men whose tastes tend toward a practical education, go where more is practiced and less is preached. In the early part of the century, when science was but a few steps beyond its position during the ancient period, there was little use for such training. At the present day, the feats of engineering and science which at one time seemed impossible, are the direct results of the founding of these schools and colleges. Those which have risen to highest prominence rank with the best of our classical colleges. Graduates from

these institutions enter at once on the activities of the world, while those of the classical brand are about as far advanced as they were when they entered college.

* * *

The term just drawing to a close has been one of good results. The attendance has been fully up to expectations and the interest taken in the work of the several different departments has been very satisfactory to the professors. The first three months of Dr. Crawford's regime have proven him to be what the college has long needed, *i. e.*, a young and energetic president. The vim and vigor with which he has entered into his work can end only with success. We have but one fault with the "eternal fitness of things," and that is the examinations. We have kicked for a long time and will continue to do so until we are recognized. A professor who has watched a student for three months, five times a week, in his classes can better judge concerning that student's ability than any examination. If a professor has not the ability to so judge, he should not be retained in his position. We know Allegheny's professors are capable of so judging.

Last week a student of Wooster University was escorting a young lady friend home from a social, and observed that he was being shadowed by an unknown individual. Thinking his actions strange he left his watch, diamond, several rings and what money he had with the young lady for safe keeping. He had gone but a few steps after leaving the house when, sure enough, he was halted. When the footpad found nothing, he cursed the fellow, and wanted to know why these student dudes never have any money. It is not known whether the girl has yet given up the articles left in her keeping. Students here should take warning.

Literary.

Hamid and the Philanthropic American.*

"O great and glorious Sultan
Of Turkey's vast domain,
I've hastened here o'er salty seas
Your kingly aid to gain.

I've journeyed far o'er sea and land
By most expedient route,
To polish up these Turkish minds
And teach ideas to shoot.

I've come from fair America—
That educated land—
And brought with me o'er stormy sea
An educated band.

And books I've brought of every kind,
From English up to Greek,
All Sciences and Languages
Which Turks should know and speak.

And now by your most kingly aid,
And that of my wise band,
I wish to make this land of Turks
A known and knowing land.

And now, forsooth, if by your grace
This school shall founded be,
I'll show you these, my mighty tools
For mental industry.

First, one of the great sciences
Which on my native shore
They all devour most greedily
And clamor, then, for more.

Whereat from out his grip he drew
An awe-inspiring book
Whereon was writ "Geometry,"
And asked Hamid to look.

The Sultan gave but one swift glance,
And uttered one loud wail,
His teeth just knocked together
And his lips grew deathly pale.

The philanthropic Westerner
Perceived, at once, that he
Had made a bad beginning
And drew out a Chemistry.

"Your Majesty," he murmured,
"This science will, I know,
Meet your august approval.
Behold this H₂O

Is symbol"—but the Sultan's face
Was cherry red with rage,
With one o'erwhelming crushing look
He thundered at the sage:

"Begone! you vile American,
You treason-plotting knave,
And flee from out my vast domain
Would you your poor neck save.

You come with traitorous intent,
And think that I don't know
The meaning veiled beneath
Your vile and treach'rous H₂O—

The H₂ stands for Hamid,
The second of his name,
While O doth mean he stands for naught—
A plot against my fame.

Begone! If e'er my eye shall rest
On you or your allies,
'Twill be the last time e'er that sight
Shall desecrate mine eyes."

He banished him—and now, forsooth,
'Tis a most daring band
That e'er would try to educate
The natives of that land.

—MARGARET BARBER.

*It is a fact that Chemistry was prohibited from being taught because it was supposed by some that H₂O really signified that Hamid the 2nd was good for nothing.

Shall Co-Education be Extended to Our Literary Societies?

This is the question that has been agitating the minds of some of our students for a long time, and now the "powers that be" have ordained that it shall be discussed through the medium of the CAMPUS.

As for Ossoli, we admit that a stimulus of some sort would be beneficial, but it does not seem to

me necessary to give up our society altogether, and that is just what it would amount to: for it is not conceivable that the gentlemen would want to come and join us, consigning venerable Philo or Allegheny to dust and ashes, so we would have to unite with them.

We have been in existence as a society for a number of years, and the most of that time has been spent in real, active work, such as has been a credit to us and to the college. Within the past year or two we have not attained to that degree of excellence which we should have, and for which some of us have aimed. But just at present we have a favorable outlook, and hope for great things in the future.

I do not think that the girls of to-day in Allegheny College are, as a whole, greatly inferior to those who were here ten years ago; nor do I think that we are in any great degree less capable of maintaining a literary society. We certainly have sufficient talent, we can surely spare the time for work so important to us as this, and we have all the necessary means for carrying on the work; so it only remains that we do not realize how much we need training of this kind, how sorry we will some day be for having neglected such golden opportunities.

The very fact that some of our number have really contemplated such a serious change as would be involved in joining one of the gentlemen's societies (providing we were invited by them) proves that there is something wrong somewhere. Yet I do not think that one of them thought of the consequences; the idea was, after all, only a misty one, and was not carried into detail sufficiently to see what the result would be.

The only satisfactory way in which a union *could* be made would be to completely dissolve the societies as they now stand, and open an entirely new one which would be open to both ladies and gentlemen. And if a question of this nature should be proposed, it would, without any doubt, be voted down by a large majority in each society.

In some mysterious, unaccountable way, the idea seems to be prevalent among a few of the

girls that our society does not pay—that it is a waste of their valuable time to attend it. To any such there is only this to say: You will be benefited by a literary society just exactly in proportion as you are interested in it and work for it. Shall we not all, then, renew our interest in Ossoli, and give to it all the time we can spare in good, honest work? If we do, we will make our society so successful that those girls who do not already belong will be willing, yea, impatient to join us, and even Philo and Allegheny will envy us.

A PRESIDENT OF OSSOLI.

What Affects our Literary Societies.

The prime object of a college education is to fit men for a higher and better citizenship. With the advance of time the demand for college bred men has increased. Skillful and well trained workmen must be employed in the grand workshop of the age.

Many students in our colleges to-day are rushing through their courses, goaded on by the desire of sooner leaving the college halls, or urged by their eagerness to enter the world of business. They follow the worn and beaten track laid out by the college authorities, and in their haste they seldom pause to pluck a flower by the wayside or note the beauties in the landscape around them. Thus, many of the really beneficial things in college life are carelessly overlooked and eventually lost. Among these omitted things of value is often found the training of the literary society.

This feature is sadly neglected in our own college. Out of the two hundred and fifty students annually attending this institution, only about seventy-five take (or pretend to take) an active part in the work of the literary societies. Formerly there were three active and prosperous societies, but now only as many shades haunt their accustomed halls.

Surely something is wrong, or this condition would not exist. A number of good reasons why it is thus can be assigned:

First. There is manifest among our students a spirit of indifference towards literary work.

The usual answer given by those of the indifferent class, is something of this cast: "I have so many studies which I am obliged to carry in order to gain a year in my course that I cannot find time for outside literary work."

A student viewing the subject in this manner surely does not realize that one of the grandest opportunities of his life-time is slipping away unimproved. New impulses must be given to this department and these necessary organizations must receive more support from faculty and students.

Even students for the ministry, those preparing for law, and those fitting themselves for literary careers are found among the careless ones. How much longer shall it be thus? Shall Carthage prosper at the peril of Rome?

Second. The present condition of the societies is partially due to the existence of fraternities and similar organizations. These claim a marked attention of a large number of students, and of course detract from interest in work of the literary society. The time was when the fraternity spirit did not interfere with this work and it is possible for it again to be so.

The third reason is the prevalence of the idea that language, science and mathematics constitute a full college course, and that literary work and forensic training are of minor importance. But little of the latter work is required in a course and that is sufficient reason with some students for not taking it.

No college education really is complete without a good literary development received from the society. Literary training is useful in every walk of life. With the majority of college bred men it is about the only permanent thing of their education. What are Latin and Greek to a business man when compared to his literary ability?

If a number of our students would forego a few pleasures afforded by the society of the city and spend the time in literary work, then, when college life is past they should be well repaid for all their efforts.

If there was a day when the literary organizations here were a reality and when enthusiasm for

work therein blazed high and bright, is there now any plausible reason why that day cannot return? It is said, "History sometimes repeats itself." Why cannot the rise of our literary societies add another proof to the statement?

Another plan for the betterment of our literary work may here be given: Ever since Allegheny College became an institution of co-education her literary organizations have not been in harmony with this idea. The lines of sex have been drawn; thus making one society of young women and two of young men. Now, if our college is co-educational in idea and name, why should she not be co-educational in truth and deed, and thus include the literary societies? In other colleges similar to our own, but in which the sexes have commingled for literary advancement, interest in this work by no means has decreased. It has attained a sound and healthy growth.

It is firmly believed that the present demoralized condition of our societies can be remedied to some extent by the absorption of Ossoli society into Allegheny and Philo-Franklin societies. The arguments in favor of this plan seem far to outweigh those against it.

Woman is intended for a helpmeet to man, but this idea has been lost sight of in regard to our literary societies.

More interest would be manifested by our students in literary work; better decorum would prevail in the meetings; better work would generally result, and the inter-society contests, instead of being a bore to the public, would have new attractions, if co-education were extended to our literary organizations. All this can be accomplished in due season and by its means our college will take a forward stride.

Let Allegheny and Philo-Franklin societies extend their arms of welcome to Ossoli, their little sister. Then let Ossoli accept the welcome and give aid to her brothers, who so sadly need it.

Nearly everything necessary for successful work in the societies is at hand. The organizations have good halls, finely decorated, well furnished and provided with all modern conveniences of

such places. Two of the societies have excellent libraries, and the books therein afford valuable information to the willing worker. Prizes await every fortunate winner in the different contests. In fact, every inducement afforded by such societies is held out to all our students. Few there are who appreciate the advantages thus offered. Such opportunities, truly, are golden; for they depart with the waning of college life.

Fellow students, you are welcome to our literary societies; roll away the stones of indifference and neglect, come and join them and make your literary experience in college tell for good in after life.

If old Allegheny would receive aid from the world she must show herself more worthy of such favor. Let signs of worthiness be asserted in her literary center. Let the lethargy among her students depart and a glorious awakening manifest itself.

The orators, statesmen, preachers and all literary men of the future will be men of a high standard, and to the college literary society we must look for their production. Allegheny college has it in her power to contribute to this number. The question is, will she do it? Carthage must be destroyed to insure the safety of Rome.

AGRICOLA.

A Plea for Consolidation.

Ever since woman first aspired to acknowledged equality with man, contention has attended her advance. These discussions are symptoms of progress.

Looking at the results of co-education we, of the sterner sex, are persuaded that the gentle and deserving seekers after wisdom, who so often outshine us in the class room, should join us in our literary work. But what is best for them concerns us first.

Such a move would ruin Ossoli. Well may co-education kill the one-sex school! That Ossoli is good and worthy, we grant; but may not progress demand her fall? Co-workers in the college, let us be co-laborers here.

The lonesome Friday evening walk, that serves to keep the timid away, might, after the change, prove a pleasure—might even become a potent incentive to society work. Not only so; but emulation, added to the greater inspiring force of a mixed audience, would improve the quality of performances. This means an otherwise unsecured effectiveness of literary training and increase of ability in performers.

From here on (and perhaps this should have been said sooner) whatever would be added to the pleasure or benefit of the ladies, would similarly affect us.

We see no serious objections to the junction. Allegheny and Philo-Franklin with mixed membership could still be rivals, and with a keener zest, while there seems to be no ground for the fear that work would give way to fun. Elsewhere under like conditions no such fault appeared.

Finally, confident that a trial would silence all opposition and develop advantages unforeseen, we are certain that, in the musical parts of the program, results would be most gratifying to all, and, of themselves alone, since "It is more blessed to give than to receive," justify the ladies in joining us. '96.

Local.

Are you ready for the holidays?

"O, wasn't I glad to see that girl!"—

Henry has about recovered from his long illness.

Merchant ate Thanksgiving dinner at his home in Sharon.

Miss Anna Campbell spent Thanksgiving day at her home in Kane.

Kappa Kappa Gamma celebrated Thanksgiving by initiating Miss Richmond.

Jacob Schoenfeld reports a brisk winter trade in overcoats. Jagomast and Arthur have blossomed out in new heavy ulsters.

Ask Swearer if he means business.

Prof. Elliott likens McElroy unto a young parson.

Miss Baker spent Thanksgiving week with her friends here.

C. A. Crane was at his home in Garrettsville, O., on the 29th.

William Tipper came back to attend the Phi Delta Theta banquet.

W. E. Stilson, of Sugar Grove, Pa., spent a few days with his college friends, last week.

Graham, white, black, Hartford and Delmonico pudding. It's all the same, so Staples says.

Why was your Thanksgiving turkey like Hiram's foot ball team? Because they both were "stuffed."

Some tall sprinting was done a week ago last Monday night. Wright and Townley were the contestants, and the former won by a neck.

Prather relates an awful experience which happened him the night before Thanksgiving. He dreamed that he had been initiated into A. C. C. B.

If we are not to doubt the truth and veracity of Profs. Montgomery and Walton, and we have no reason to do so, their pet frog must be performing some queer antics.

Dr. Crawford went to New York to attend the convention of the Association of Colleges of the Middle States, which was held at Columbia College, December 1st and 2d.

November 29th was a great day at Hulings Hall. The students had long looked forward to the big dinner, and if they were not ready for it, the cook was not to blame. The dining room was very prettily decorated with evergreen and the college colors, blue and gold. The dinner took place at 5:30, and about eighty persons were present. Prof. Elliott, who acted as toastmaster, called for the following toasts: "The Blue and

Gold," Dr. Flood; "Old College Boys and Girls," Dr. Montgomery; "Hulings Hall," Mrs. Sion Smith; "What We are Thankful For," Rev. Neff; "Old College Days," Dr. Hamnett. Several college songs were sung, and Miss Stevenson gave a beautiful solo.

Any one wishing to see something fine in the way of lettering and free-hand drawing should take a look at the work on Prof. Dutton's blackboards ere the close of the term. It is the product of the first year class and does them great credit.

A Pleasant Social Event.

On Thanksgiving eve the members of the Phi Delta Theta entertained their lady friends in a very happy manner. Early in the evening they came to the rooms on Water street, where a very pleasant hour was spent.

About 9 o'clock they went to the Budd House to enjoy the Thanksgiving banquet. The dinner, which was as nearly perfect as human skill could make it, consisted of seven courses, and the time required to appreciate it was almost three hours. The fair guests, with their wit and beauty, made the time pass so merrily that it was with great reluctance that the company at last arose from the table. It was in the small hours of Thanksgiving day when the last carriage rolled homeward.

Alumni.

R. H. Patchin spent Thanksgiving at Phi Gamma Delta Place.

J. S. Hill, who was with us last year, is studying medicine at his home.

J. Bennett Porter, '93, has been confined to his home for the past few days with that favorite malady, "grip."

R. B. Gamble, '93, spent a few days with his friends last week.

Geo. G. Derby has been visiting in the far West for the past four months.

C. A. Shatto, '90, is pastor of the Newton Highlands, Mass., M. E. church.

The College World.

Exchanges.

ICH BIN DEIN.

In tempus old a hero lived
Qui loved puellas deux;
He ne porevait pas quite to say
Which one amavit mieux.

Dit-il lui meme un beau matin,
Non possum both avoir.
Si I address Amanda Ann,
Then Kate and I have war.

Amanda habet argent coin
Sed Kate has aureas curls,
And both sunt very agathai
Et quite formose girls.

Enfin, the youthful anthropos,
Philon the duo maids,
Resolved proponere ad Kate
Devant cet evening's shade.

Procedens then to Kate's domo,
Il trouve Amanda there,
Kai quite forgot his late resolves
Both sunt so goodly fair.

Sed smiling on the new tapis
Between puellas twain,
Coepit to tell his love to Kate
Dans un poetique strain.

Mais, glancing ever et anon
At fair Amanda's eyes,
Illae non possunt dicere
Pro which he meant his sighs.

Each virgo heard his demi-vow
With cheeks as rough as wine
And, offering each a milk-white hand,
Both whispered, "Ich bin dein."

—Ex.

Much as we dislike to criticise the sayings of others, we cannot refrain from speaking a few words concerning the account of the recent Hiram-Allegheny foot ball game, as given by the *Hiram Advance* of Nov. 15. The article is bombastic in tone, and is a little overdrawn in every respect. There is a noticeable lack of punctuation throughout, on which account ambiguity is not entirely avoided, as may be readily seen from the following extract: "Now little did the representatives of the 'Quaker' college think that the 'Appollo-Sparticus' looking man with a 'Bill' McKinley hat to cover his auburn locks and his ten fellow players," etc. That we were beaten in the game, we do not deny, but bear in mind the fact that our team was composed entirely of students of "the Allegheny College;" there were no "im-

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ported" players among them. In conclusion, we would kindly advise our Hiram friend to give a fair and impartial account of all games hereafter, and *above all* to commit to memory Proverbs xxvii-2, which reads as follows: "Let another man praise thee, and not thine own mouth; a stranger, and not thine own lips."

Chas. A. Dana, of the *New York Sun*, in an able lecture on journalism, recently delivered before the students of Union College, Schenectady, N. Y., gave those who have journalistic tendencies some very good points. Among other things he said: "If I could have my way, every young man who is going to be a newspaper man and who is now absolutely rebellious against it, should learn Greek and Latin after the good old fashion. I had rather take the young fellow who knows the Ajax of Sophocles and who has read Tacitus and can scan every ode of Horace; I would rather take him to report a prize fight or a spelling match, for instance, than to take one who never had these advantages. I believe in colleges;

I believe in high education; but I do not believe in scattering your fire before you are ready for the enemy." * * * * Then regarding the books for a young journalist to read, he says: "There are some books that are absolutely indispensable to the kind of education that we are contemplating, and to the profession that we are considering; and of all the most indispensable, the most useful, the one whose knowledge is the most effective is the Bible. There is, perhaps, no book whose style is more suggestive and more instructive, from which you learn more directly that sublime simplicity which never exaggerates, which recounts the greatest event with solemnity, of course, but without sentimentality or affectation, none which you open with such confidence and lay down with

such reverence. There is no book like the Bible. When you get into a controversy and want exactly the right answer, what is there that closes a dispute like a verse from the Bible? What is it that sets up the right principle for you which pleads for a policy, for a cause, so much as the right passage of Holy Scripture?" In addition to the Bible, he advises one to know Shakespeare and Milton if he wishes to succeed in the profession.

The *Owl*, of Ottawa University, now comes regularly to our table. It is one of our best exchanges, and always contains an abundance of entertaining and instructive matter. The follow-



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ing from one of its editorials contains some wholesome advice to students in general:

Every student in choosing a companion is placed between two alternatives; on the one hand, bad companions and ignorance, on the other, good companions and knowledge. On such a question there can be no quibbling, the student makes his choice and must abide the consequence of his election. Students be cautious in selecting your companions! It is a golden rule, never to admit amongst the number of your friends, one whom you would be ashamed to introduce within the sacred precincts of your family circle.

The *College Transcript* gives the following account of the death of Cæsar:

On Easter morning after breakfast Brutus met Cæsar on the street down by the Capital, and said to him:

"Cæsar, how many eggs did you eat for breakfast?"

Cæsar replied: "Et tu Brute."

Whereupon Brutus, enraged at being called a brute, struck Cæsar quite dead.

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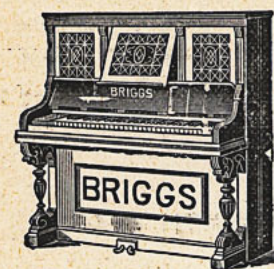
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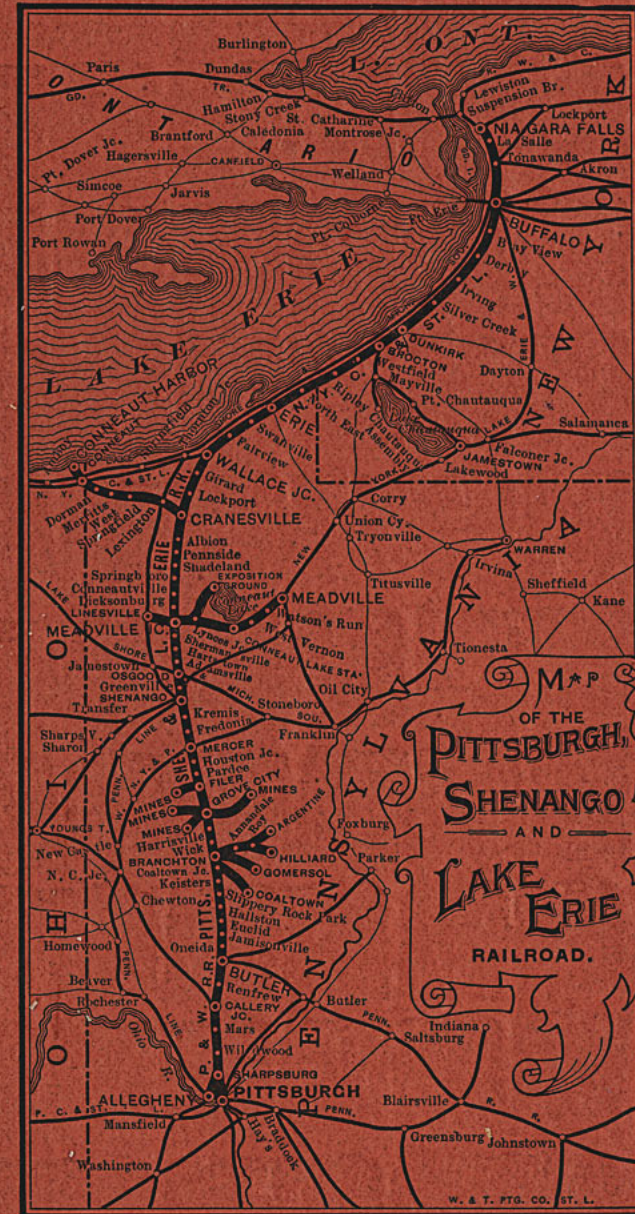
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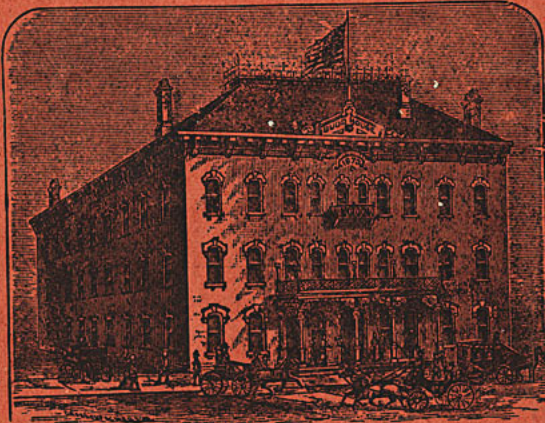
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