while Harcourt Place Seminary opens with an enlarged faculty, with increased facilities, with the new Monsarrat Hall, and with a striking increase in attendance. This all leads to the conclusion that the ultimate state of Gambier will be that of an educational center. It is not desirable that these schools should ever be combined into a university, nor that they should ever be more closely united than they are, but it is the duty of every student on the “Hill” to assist in every way possible each of the other institutions as well as his own. In the case of the three male schools, each must look to the success of the others for its own good, and it is therefore policy to support their interests. The Young Ladies’ Seminary can never be a part, not even an annex, of Kenyon College, yet there is no one of us who should not do all in his power toward its perfection.

For years the condition of the literary societies here has been deplorable, but with the increase in numbers there has been an equivalent increase in the enthusiasm evinced by the students in this direction, and now the Philomathesian has no mean rival in the revived Nu Pi Kappa. There is nothing more important to the average student than the nature of his work in a literary society, and it is therefore very desirable that the duties be made of a high order. With the rivalry that will come with the existence of these two societies, there is no reason why the work of the societies be other than just
what is needed. The societies have agreed between themselves to make the penalty for repeated non-performance of duty expulsion, and neither society will admit a man who has been expelled from the other. As a sequence of this, all those who have heretofore so religiously abstained themselves from meetings, when placed on the program, will, before the close of the term, be ejected, and thereafter a member may attend, feeling sure that he will be repaid by the execution of a full program.

The peculiar and somewhat complicated schedule of this term makes it even more apparent than heretofore that our reading room should be kept open every evening save, perhaps, Wednesday. The classes in history and literature are unable to use the reading room at all, from the fact that the "library hours" are taken up with books of reference which cannot be taken out, and the two hours allowed on Saturday evenings is totally insufficient to get even a good start on the periodicals of the week. There has been much complaint by the librarian for a year that the periodicals are only half read. The explanation of this lies with the inconvenience and insufficiency of hours, and it is withal a difficulty that could be gotten over most easily, for some needy student would gladly accept the position for a comparatively small consideration. It would require his presence but not his entire attention, and he could attend to his text books as well as if he were at his room, while this most bountifully supplied "table" would be made accessible to every student in college.

In connection with the many other recent complimentary notices of Kenyon by the press, there shall soon appear another, which will, perhaps, eclipse all that has gone before. This will appear in the form of a series of sketches in the University Magazine, similar to those having already appeared on Columbia, Yale, Princeton, and the University of Pennsylvania. These articles will run through several numbers, and will be illustrated with cuts of the more beautiful views from the "Hill," and with half-tone cuts of college organizations and of representative alumni. In view of this fact, we trust that the students will give the Magazine the support it deserves, and would refer them to Mr. E. D. Babst, '93, U. of M. (ex-'93 Kenyon), Ann Arbor, Michigan, who will hereafter have charge of the Western Department of this periodical. All subscriptions and contributions should be sent directly to him or to Mr. Dumper, '93, who will, from month to month, report the news from Kenyon. The idea of such a publication, dealing with subjects of interest to college men only, and yet interesting all college men, must commend itself to all. Not until now has the management thought it wise to identify itself to any degree with the interests of our Western institutions of learning, and since it has, we believe that its success will be veritably complete.

The opening games of the foot ball season have shown us all what training will do: for, with a team much lighter than that of any of our opponents, we have begun the season with three victories. Let the knowledge of this lead none of us to suppose that it will be only necessary for the team to stay just as it is, to win against the teams we shall meet later in the year. Between now and Thanksgiving there will be seen a marked improvement in the play of all our Ohio teams, and that the
season may close as prosperously for us as it was begun, it is necessary that our Eleven be given all the support and practice in our power. But we digress. It is supposed that there is very little material among us out of which to build up a track and field athletic team for the contest to take place on O. I. A. A. Field Day, next May. We must make an attempt and that it may be as successful as possible, all those who can do anything should begin work at once. If this is done our men (especially those contesting in the runs) will have an advantage over our rivals, the importance of which it is very difficult to calculate. If the management have any proof that this will be done, the track will at once be put in condition and kept so throughout the year. Let those who contemplate entering any of the events, report at once and begin a course of training, which, even if it do not bring victory, will help to build up men.

Nothing has ever been undertaken by the students here which has succeeded so well from every point of view as has the Lecture Course, yet it has been repeatedly handicapped by tardiness in beginning. This was caused partly by hesitancy and delay in appointing the committee and partly by imperfect organization within the committee itself. If the Course be successful it must be begun with the opening of the Easter Term and rapidly pushed forward. In order that these difficulties may be gotten rid of, let a committee be appointed at once, and when appointed let it meet and organize without delay. By way of assistance to this committee (as yet incog) we urge upon our readers the necessity of each member of the college giving it his hearty support and whatever encouragement he may. It need not be said that by so doing he will assist it no more than he will benefit himself.

"THE OLD IS BETTER."

Within the last three decades has been wrought a most remarkable and sweeping revolution in the character and courses of study in our smaller colleges. At the beginning of that period the Freshmen and Sophomores were regaled with a dry pabulum of Latin, Greek and Mathematics, and looked eagerly forward to their Junior and Senior years when a spice of History, Literature and Science in some of its branches were added. All went through the same mill, and were either made or marred by the process, according to the traits and characteristics of each. A college course meant almost the same thing everywhere. Nobody asked which course a young man was pursuing. There was practically only one course, and that a classical course. The old time classical college turned out a generation of thinkers and scholars rarely equalled and never excelled, but at the same time dreamers and theorists by the dozen left its doors on Commencement Day.

With the new impetus to progress which followed "the late unpleasantness" came the utilitarian movement, as it is styled. The increase of activity in all branches of manufacturing and the building of railroads and other works requiring mechanical and engineering skill called for competent operators and engineers. In response to this call schools of science and technology have sprung up all over the country. The great universities have added new courses to suit the popular demand. The classical schools have
striven to stem the tide which is sweeping away their students by emulating the example of the universities, and have to some extent lost their character as classical schools. Electives have multiplied and purely "scientific" courses have made their appearance. These colleges fill the gap between the school of technology and the university. Young men are deceived into thinking that both a classical and technological education may be obtained in the four short years which it takes to cover the course. The result is easy to see. The graduate throws aside his cap and gown to find that he has been laboring under a delusion. Instead of knowing everything he knows nothing. The breadth of education of which he boasted so much is merely another name for superficiality. He has a smattering of Latin, Greek and modern languages. Philosophy he has skimmed over. In History he has hurried "to get through." The "next thirty pages" assigned by his professor each day he has not studied in the true sense of the word, and only read over for fear he would not "pass." He knows nothing thoroughly, is fitted for nothing in particular. Better far the old classical course, somewhat narrow, it must be allowed, but firm, solid and complete as far as it went.

But is the graduate of the technological school any better off? He entered from the high school perhaps, that grand monument of American liberty and enlightenment, but too often open to the charge of superficiality. He took up a special course in some branch of engineering or science, without the three or four years of drill which would have broadened and developed his powers. His specialized, centralized efforts have narrowed him still more until he has become the "man of one book" whom we are warned against. He is developed in one direction only and in danger of becoming the monstrosity called by common consent a "crank." Says a writer in a recent number of one of our popular magazines, "From such schools as these we get the chemists who believe that nothing exists which they cannot dissolve, precipitate and weigh in a balance; the biologists, who believe that nothing lives which they cannot fry in paraffine, slice in thin layers and examine under a microscope, and the engineers who believe that nothing has a value that they cannot calculate in dollars and cents, or that any force exists that they cannot measure in horse-powers, foot, pounds or volts."

From such men we cannot expect the best results. Their work must always be like themselves, one-sided. The absurdities into which Americans are prone to fall are largely the result of this pernicious system of education. But it is the result of one of our strongest characteristics as a nation, viz: our haste and rush. Young men think that they must embark in active life as soon as possible. The years spent in education must be filled as full of work as possible and only with that kind of work called practical. Time is money, and upon money we place far too great value. Preparation that will barely suffice for entrance into the professional school is all that is undertaken. In consequence the medical profession is crowded with physicians whose medical education is all the learning they possess, the bar procures a livelihood for scores to whom Cicero and Plato are sealed books, and far too many pulpits are occupied by men against whom the charge of narrow-
ness and want of general knowledge would stand good. They have studied theology and nothing else.

Not that deep study and research in any one direction is not proper and right. It is only by specialization that progress is made. One man cannot know all things thoroughly and conduct researches in all the departments of learning equally well. But he should be broadly educated enough to give other branches their just consideration and weight. Our great trouble lies in not taking sufficient time to prepare thoroughly for special work. The best preparation is a classical course in college. True the old classical course made the man at whom the paragrapher leveled his jokes, and whose impractical ideas and schemes made him the butt of many a gibe and jest, but he was a thinker and scholar in spite of all that. The reaction has carried our colleges toward the other extreme. The tendency is to get as far away from the Latin, Greek and Mathematics as possible.

A college course does not mean what it did thirty years ago. The class of men who go to college has changed. We find the college man in all the walks of life, where formerly he was found in comparatively few. His occupations are no longer purely scholarly, manufacturing and the arts claim his attention. Much of the work formerly done in the workshop, factory and counting room, is now done in the laboratory and recitation room. The question arises in the minds of many: Have we not gone too far in our utilitarian move? Is not the tendency of all these scientific and technological schools dangerous to true scholarship? Do they not bring about false ideas of education by fostering the notion that a man educates to make money and not to make himself a better man? It is time a line were drawn dividing these institutions from those whose aim it is to lift man above his mundane surroundings to a contemplation of higher and more sublime objects. If the purely classical is incomplete, the purely scientific is more incomplete. A combination of the two with a longer course is the only solution of the difficulty.

The post-graduate departments of our great universities are moves in the right direction. They are bearing fruit that will be an everlasting credit to them. These departments will prove to be the salvation of American scholarship, just as special and short courses leading to a degree are its menace. As the latter are now the fashion so the former will be the fashion. The smaller college will become the feeder of the university. This state of things will inure to the benefit of the college as well, for no college of any standing will allow its scholarship to fall so low that its diploma will not admit its graduates to post-graduate courses. When the universities unite in admitting to their advanced special courses only those who have completed a college course, all danger will have passed away and America's educational future will have been secured.

Ben H. Williams, '93.

ALUMNI.

'54. Mr. William Kennedy, of Portsmouth, Ohio, very nearly lost his residence by an incendiary fire on the 13th inst.

'62. Rev. Alfred F. Blake, of Cincinnati, recently attended a meeting of the Executive Committee of the Board of Trustees held here in Gambier.
'69. Rev. C. M. Sturges, who has been located in Fernandina, Florida, has accepted a call to Milledgeville, Georgia.

'70. Mr. T. R. Tomlinson is the genial city editor of the Dayton Daily Journal and heartily welcomes all Kenyon men.

'71. Dr. Blake Axtell is a prosperous physician of Painesville, Ohio. We take this opportunity to congratulate him upon his recent marriage to Miss Cowles, of that city.

'76. The Rev. G. S. Aves, of Norwalk, Ohio, attended the General Convention of the Protestant Episcopal Church, recently held in Baltimore, Maryland.

'86. Mr. Benjamin F. Warder, of Springfield, Ohio, is a member of the extensive milling firm of Warder & Barnett. Mr. Warder is enthusiastic in his support of Alma Mater Kenyon.

'86. Mr. S. B. Zimmonds is now located at Portsmouth, Ohio, where he holds the responsible position of Secretary and Treasurer of the Electric Street Railway of that city.

'88. Rev. John D. Skilton has entered upon his duties as assistant to Dr. Cyrus S. Bates, Rector of St. Paul's Church, Cleveland.

'90. Sherman M. Granger, Esq., recently spent several weeks on a business trip in the state of Tennessee.

'90. Rev. W. E. Rambo should be addressed at Lancaster, Ohio, where he is now Rector.

'91. Mr. W. R. Gill, of Cleveland, made a visit to the "Hill" during the first week in October, and received a warm welcome from his many friends.

'89. The Collegian extends heartiest congratulations to Rev. Edward T. Mabley, who is the happy father of a girl baby. Mr. Mabley is in temporary charge of a church in Philadelphia.

'92. C. M. Stamp has entered the Boston Institute of Technology.

'63. United States District Judge A. J. Ricks has been elected to a position on the Instruction Board of the Western Reserve Law School, to succeed Judge Sherwood, deceased.

THE NEWS.

We are playing foot ball this year, "if anybody should ask you."

W. R. Gill and C. W. Hotchkiss, of Cleveland, came down to the foot ball game October 21.

W. P. Carpenter, '92, returned to Cincinnati October 18, after spending a few weeks with old friends in college.

Walter Ambos and Robert Duncan, of Columbus, were the guests of C. R. Cary, '96, October 21.

Miss Gamble, of Cincinnati, is visiting Mrs. Trimble.

In the class room not long ago there was a very heated debate between the Professor and Dwight Benton (Bexley)—the subject, "Resolved that the earth is flat." The subtle arguments of the theolog were too much for the Professor, and Dwight proved beyond a doubt that we labor under a grave mistake in saying that the earth is round.

Rev. C. H. Arndt, '89, stopped off here on his way home October 19.

Mrs. Battles returned October 14 from New London, Connecticut, where she has been spending the summer.

The literary societies have started out very well this year in Philo. Martin, '96,
read an essay; subject, "Our Four Centuries," which is the result of study and deep thought. The first debate, "Resolved, that the Carnegie Company was justified in importing Pinkerton men to guard its property," was well handled by both sides. The affirmative, Williams, '93, and Attwater, '95, won.

The barbs have organized a glee club, with Mr. Williams leader and Kunst manager. They have good material, and will probably appear soon in public.

The Mandolin and Guitar Club was organized October 19: Alden '95, E. B. Braddock '95, and Sanford '95, mandolins; and Barber '95, Clark (Bexley), Cochrane '93, Sanford '94, Wilson '96, and Wright '96, guitars; Sanford '94, manager; Cochrane '95, leader.

Wanted—Somebody who is able and willing to explain the decorations at Harcourt October 21. These decorations were unique and novel in design, startling in effect, and artistic in the fearful and wonderful manner in which they were hung. The popular opinion is that they blew up against the buildings and got stuck on the school.

Captain Foley, Manager Watson and Gould took in the O. S. U.—Buchtel football game October 22. Captain Foley acted as Referee.

The cotillion given by the Misses Curtis and Miss Stamp October 19 will probably prove the most brilliant social event of the season in Mt. Vernon. The guests were entertained in the charming manner for which "Round Hill" is so famous. The cotillion was led by Mr. Devin and Miss Ambos. Those from abroad were Misses Ambos, Watson, Longstreth, White and McCoy, from Columbus; Misses Seibt and Rust, from Gambier; Messrs. Gordon, Rogers, Nelson, Miles, Harrison and Lilley, from Columbus, and several of the students of Kenyon.

The literary talent of the Freshman class is wonderful. In the library can be found copies of the following masterpieces:

"We Shall Have Peace and Plenty When Old Ireland Has An Army and a Navy of Her Own," a lyric, by Thornberry.


"How I Took Europe by Storm," a joint production of Arundel and Ch. Follett.

"How to Shark at Pool," by May.

"A Short Discourse on Au Ch," by McDonald.

"Guide to Perfection in Orthography and Pronunciation," by Pate.

"The Nefarious Practice of Abusing Freshmen," by Haworth.

OTTERBEIN vs. KENYON.

KENYON. 18 — OTTERBEIN 12.

The first game of the season was that with Otterbein, on October 15, at Westerville. The team left Gambier at 12:30 p. m., and returned again at 6:30 p. m. The game was called by Referee Barnard at 2:30, while Manager Watson acted as umpire. The teams lined up as below:

Howard Centre Williams, B.
Hessler Right guard Williams, H.
Fanning Left Pate
Bricker Right tackle Hollenbach
Bennett Left Hazzard
Brown Right end Gould
Vebrin Left Chippenger
Guest Quarter back Wright
Streich Right half Semple
Stoner Left Kraft
Barnard Full back Doolittle
Otterbein won the toss, and took the ball, while Kenyon chose the side on which the wind favored them.

Captain Barnard started the play with a V, and gained 8 yards. After four "downs" and a gain of 10 yards, the ball was cleverly dropped on for Kenyon, and Williams, B., took possession for our first "down." After three "downs" with no gain, the ball was punted by Doolittle; Barnard returned poorly, but Kenyon lacked decision and Otterbein took the ball on our 25-yard line.

After good gains through the line, Otterbein lost the ball at our 10-yard line on Stoner's fumble. We made slight gains here, but lost the ball on four downs. Otterbein followed suit. On Doolittle's punt and its return, Otterbein showed great quickness, and got the ball with a slight gain. On three sharp rushes Stoner scores their first touch-down, around the right end, in 20 minutes of play. No goal.

Kenyon started with a V, and made 5 yards; then followed gains for 10 yards by Semple and Kunst between the ends and tackles. The remaining 40 yards to the goal line was made as one by a clever criss-cross, on which Semple scored our first touch-down, while Hazzard and the man opposite him danced with glee. Williams, B., kicked goal. Time, 26 minutes.

From the V, Otterbein gained 8 yards, only to lose the ball on the next scrimmage by fumbling behind the line. Hollenbach took quick advantage of this, and darting through the line, was off like a shot with the ball under his arm. Guarded by Williams, B., he made the run of 45 yards and scored a touch-down. Goal. Time, 33 minutes.

Otterbein's V was effective, and after hard work, short gains by both sides, punts and returned punts, falls on the balls and some that were not, Barnard shot through the centre for another touch-down. No goal. Time, 45 minutes. The referee's watch had stopped, but after five minutes more play, time was called.

SECOND HALF.

Doolittle now took Clippenger's place on the end, while Foley went in as full back. Otterbein substituted another Streich for Stoner, as half back. Kenyon took the ball and advanced by a V, then made prompt and quick gains by runs around the ends, as well as between the tackles and ends, but lost the ball 20 yards from Otterbein's goal line on four downs. Streich fumbled, and in consequence we regained the ball on four downs, after which the backs made steady gains. Semple and Foley carried it to within 3 yards of their goal line, when Kunst cleverly circled their right end for another touch down. Williams again kicked goal. Time, 24 minutes.

Otterbein gained from the V and then through the center, and soon had Kenyon on the defensive. At this time Barnard was running strongly, while their heavy rush line was fighting the fight of despair. After six downs we got the ball, but were, by sharp tackling, compelled to punt. Semple dropped on the ball as it rolled out of bounds, and we lined up for a good gain around the end, only to be beaten back and forced to another kick. The Otterbein men came through fast and stopped Foley's punt, which Yehring picked up and carried over the line for Otterbein. No goal. Score, 18 to 12. We had 10 minutes to play; we made short gains, and then lost 20 yards to
 retain the ball. After several gains for Kenyon, time was finally called, with the ball on Otterbein's 45-yard line.

To the Kenyon team great praise is due. It fought the odds of weight and strength, and won the day. With such a victory in mind, a victory of brains and science, we who saw the game must at the same time extol the nerve and tenacity of the Kenyon eleven. The Otterbein team played well and scientifically, interfering especially well, and are entitled to the respect the Kenyon club gives them.

O. I. A. A.

BUCHTEL 0—KENYON 52.

The first game of the Ohio Inter-Collegiate Athletic Association was played between the Buchtel Team and the Kenyon Eleven on home grounds, Friday October 21. In consequence of the marked superiority of our own team, there was evinced no degree of excitement at any part of the game. The Kenyon team showed the good effect of the rigid course of training it has gone through, the interference being excellent. The work of the ends and halves was especially brilliant. Buchtel's "stars" were Kingsbury, the right half-back, and Webster, whose tackles were sharp and frequent.

The Buchtel team requested that Manager Watson act as umpire, in preference to the man he had chosen, while Mr. Fisher, of Akron, acted as referee.

The teams lined up as below:

<table>
<thead>
<tr>
<th>Buchtel</th>
<th>Position</th>
<th>Kenyon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webster</td>
<td>Left end</td>
<td>Foley, Capt.</td>
</tr>
<tr>
<td>Wise</td>
<td>Left tackle</td>
<td>Hazzard</td>
</tr>
<tr>
<td>Coe</td>
<td>Left guard</td>
<td>Pate</td>
</tr>
<tr>
<td>McKnight</td>
<td>Center</td>
<td>Williams, B. H.</td>
</tr>
</tbody>
</table>

Taylor .................. Right guard .. Williams, H. F.
Keller .................. Right tackle .. Martin
McLean, Capt. ............ Right end ..... Gould
Hardin ................. Quarter back .. Wright
Kingsbury .............. Right half " .. Semple
Johnson ............. Left " " ..... Kunst
Mignin .................. Full back .. Doolittle

The following is a somewhat detailed report of the game:

Buchtel wins the toss, and takes the ball. The play is begun with a V, out of which Kingsbury emerged around their left end for a gain of 10 yards. Kingsbury "bucks" the right end with slight loss, and after losses of 2 and 10 yards on line tricks, Buchtel loses the ball. Kenyon takes the ball, and Semple, Doolittle and Kunst "buck" the line for short gains, when the ball is passed to Kunst, and, by a clever double pass, Semple, guarded by Doolittle and Foley, scores the first touch down. No goal. Time, 4 minutes.

Buchtel again uses their V with success, Kingsbury finally claiming 10 yards gain. Johnson and Kingsbury "buck" our centre without success, and Foley stops Johnson, with 5 yards loss for Buchtel. Hardin fumbles the ball, and Kunst, picking it up, is off like an arrow for the second touch down. Williams, B. H., kicks goal. Time, 6 minutes.

Buchtel starts with the V, and by a sharp tackle Gould cuts off Kingsbury with 10 yards gained. Kenyon takes the ball on 3 downs. Kunst and Semple each pass the ends for 5 yards, when Doolittle hammered their centre for short gains till we made the third touch down. Goal. Time, 18 minutes. Score, Kenyon 16:

Mignin begins play by a kick-off, which Doolittle catches on our 10-yard line, and carries to the centre of the field, but loses the ball when tackled. It was recovered
on 3 downs, and short gains were made by all our backs. Kunst passes the right end for 10 yards when tackled by Coe. Semple then "bucks" the left end for 4 more points. The ball is punted out, and Williams drives it over the cross-bar. Time, 22 minutes.

Buchtel resorts to the V with 3 yards gained, but loses the ball on 3 downs. Kenyon shoves the ball down the field to the 30-yard line, when Semple scores another touch down on a "criss-cross," 8 minutes after he had made the preceding one. Goal.

Five minutes later the same doughty Freshmen scored 4 more points for Kenyon, and Williams gave the spectators another object lesson in goal kicking.

Buchtel gains 7 yards on the V, but loses 2 on the next down. Mignin punts, but so low that it bounds off the rush line. Kunst, catching the ball 10 yards in front of their rush line, and, guarded by the left half of our line, clears the field for a touch down. No goal. Time, 42 minutes.

Buchtel tries the V without success, and when the ball is next snapped back H. E. Williams darts through the line and stops Johnson 3 yards behind the rush line. Buchtel gains 4 yards; then 2, then 4, and time is called. Score: Kenyon 38, Buchtel 0.

SECOND HALF — (30 MINUTES.)

Kenyon's V advances the ball 11 yards. Doolittle "bucks" the line for 4 yards, and Kunst is stopped with difficulty on the 25-yard line. Doolittle "bucks" the centre for 9 yards more, when Martin drops from the line and scores a touch down. No goal.

Buchtel V's for a slight gain, but loses the ball on 3 downs. Kenyon hammers the centre incessantly, till the opposing ends are drawn in, when Semple adds another run of 22 yards to his credit. Kunst passes the right end, but is called back with 5 yards gain on account of Gould's unfair interference. Wright stops Mignin's punt, and Doolittle dodges the right end for another touch down. No goal.

Buchtel again resorts to the V, but on the third down fumbles the ball, which is taken by a Kenyon player. We, in turn, lose it on 3 downs. Buchtel follows suit. We puncture the line for short gains, which were in many cases stopped by Webster's fine tackles, and send Martin around the left end for 15 yards. After some brilliant half-back work from both Kunst and Semple, the latter carries the ball beyond the goal line for our last touch down. Goal. Time is now called. Score: Kenyon 52, Buchtel 0.

Throughout the game the Kenyon Eleven played with a vim and decision never before seen on home grounds. At no time in the game did Buchtel carry the ball beyond our 25-yard line.

[In the course of the game our lighting detective spotted the Denison full back, who was taking notes on our signals. He was disguised as a newspaper reporter, and on this plea was allowed to follow the teams over the field, but the eagle eyes of Mr. W. B. Beck detected the true use of his note book, and had it taken from him. It is veritably wrong that a team which will resort to such disgraceful means should be permitted to try for the pennant; while Mr. Beck is certainly entitled to a place on "The Force." ]
EXCHANGES.

To our local readers: All exchanges are kept on file in the reading-room and can be had by applying to the librarian. Read them and acquaint yourself with the college world. The exchange editor is compelled, by lack of room, to overlook many articles and facts which may interest you.

A writer in the Dennison Collegian, in commenting on the death of Whittier, makes the rather startling statement that unless “some great poet shall arise, poetry in its highest form will be a lost art among us.” What an uncomfortable position this latter-day prophet seeks to place us in. “Flee from the wrath to come” is but cruel mockery when no means of escape are provided. If poets are born and not made, what great change has taken place in nature’s laws? What dread calamity has happened to make the danger so imminent? Have the fountain springs of poetic inspiration run dry? Has nature closed her doors on her own children?

Take comfort, D. C. of little faith, and abide the processes of time. Your anxiety will be relieved and your fears dispelled. Have patience.

While we do not believe in devoting our columns to a mere exchange of compliments or criticisms, still we do believe in giving expression to that appreciation which we have for real merit. A wholesome praise stimulates to greater effort and higher excellence, whereas empty praise is disgusting, and a reflection on the donor. In reviewing the contents of our charming exchange from the East, the Bates Student, we hope to fulfill the first result and escape the second. It is always with pleasure and with the assurance that our time will be well repaid that we settle down to investigate its contents. On taking it up, our eye strikes the editorials first. Foot-ball cannot be played this year, with a brief statement of causes, forms the subject matter of the first editorial. The next suggests an improvement in the library system. “Hitch your wagon to a star” is quoted as a text for an editorial on the value of having an ideal. Another urges its readers, particularly the Freshmen, to devote their spare time to systematic reading. In fact all the editorials show much thought directed toward practical ends.

Next comes the literary department, presenting several well written essays on various topics, all more or less helpful.

Then come the locals, sparkling with vacation notes and campus news, followed by the contributions of the Alumni. The exchange editor is a careful gleaner, as his many reviews attest. Last, but not least, comes the Poet’s Corner, tasty and attractive. Bates Student is both practical and ornamental.

The University of Chicago has just received the magnificent sum of $500,000, to be used in the erection of the largest observatory in the world.—Es.

Leland Stanford, Jr., University supports a base ball team made up of members of the Faculty. In a recent game played against the Freshmen the latter were easy victors.—Es.

University of Michigan has increased the salary of many of her professors, a course of action which the inducements of more heavily endowed neighbors have made necessary. Like many colleges throughout the land, U. of M. has lost several of her professors during the past
year, simply because it was thought impossible to pay higher salaries. Competition in this direction will, we believe, be wholesome, and will obtain for the learned that substantial recognition which is too apt to be overlooked in this country of wealth worshippers. Let the good work be continued; the danger lies in an opposite direction.

The following is the pledge required from applicants for the foot ball team at the University of Minnesota: “I, the undersigned party, hereby promise and agree, on consideration of being placed on the foot ball team of the University of Minnesota, to abstain from the use of all tobacco and all intoxicating drinks; to board at such training table as the management sees fit to provide; to train in such a manner and to such an extent as the captain may direct, and to play at every practice game which is posted, unless excused by the captain in person. I further agree to forfeit five dollars, or my place on the team, if I break any of the above agreements.”

About the most disgusting fault that finds its way into the columns of college journalism is the use of slang and campus expressions. As a rule the college editor is a very busy man and is excused for many things on the ground of overwork, and consequent hasty preparation of his material; but no possible reasoning can justify the use of slang. A lover of good English whose information in regard to Lake Forest University depends solely on the pages of The Stentor, would be rather prejudiced against that institution on reading the article headed, “We are the People,” the first paragraph of which contains the following phrases: “Wasn’t in it,” “not much,” “great Scott, don’t mention it.” “To say that the natives were surprised would be putting it mildly.” Observe the force of the word “natives;” it may suggest the source of all the rest. In picking up a college paper we reasonably expect to find due observance of the rules of grammar, careful expression, and above all, good, pure English. Too often a college is rated by the appearance and tone of its student publications. Happily the mistake of using slang is a rare one, since most of our college editors feel that they cannot afford to cultivate any but the best style of writing.

In an article, entitled Language and Brain Disease, appearing in The Popular Science Monthly for October, the following interesting statement is made in regard to the phonograph: “With its [the phonograph’s] aid, choice passages in literature or scientific exposition, as rendered by a good reader, can be repeatedly heard, and pronunciation and accent imitated at the pupil’s convenience. I have no doubt that some process of cheaply multiplying the phonographic cylinder, or ribbons, will, before very long, enable us to enjoy whole books in this way; thus saving our weary eyes and economizing the energy of the brain, while giving a greater pleasure.” As all students can not enjoy the privileges of foreign travel and foreign residence, and as the proper pronunciation of a language can only be obtained by hearing it spoken by those who use it naturally, the author offers this expedient for a solution of the difficulty. The latter part of the quotation implies countless blessings, as a moment’s reflection will prove.