

### Return Game with Western University

#### O. A. C. Wins Intermediate O. B. A. Championship

By holding London to a score of 31-24 on March 10th, O. A. C. won the rounds in the finals for the Intermediate O. B. A. Championship and for the first time in history brought an Ontario Basketball Championship to the College.

With a 17 point lead from the game on March 4th, O. A. C. felt confident of winning. The team had trained faithfully and well and were, to say the least, in great condition.

London opened the game in splendid fashion and for awhile O. A. C. were lost. The former found the basket about at will while our boys seemed unable to score. Their play was loose and when the first half finished with a score of 15-3 in favor of London, O. A. C.'s chances looked very slim. However, the second half saw the real game begin. Our boys showed a remarkable "come-back" and until the finish of the game played rings around "Mel Brock's quintette".

Forman and Rowland found the

basket with surprising regularity and their thin line of O. A. C. rooters fairly raised the roof, yelling.

"Bill" Michael's playing at guard in this half was a splendid exhibition. He broke combination after combination of the London forwards and smothered every man who tried to shoot.

Raymond at "running guard" also played a good game, while Art White covered the floor from one basket to the other in fine style.

All things considered this game was probably one of the fastest and cleanest ever seen on the London Floor.

The game ended with a score of 31-24 for London, thus giving O. A. C. the round by 10 points. Too much credit cannot be given to Captain Rowland, Manager Baker and the members of the team who had worked so long and faithfully in bringing this signal honor of the basketball world to their Alma Mater.

#### Line-up—

Forwards	Forman & Rowland
Centre	White
Guards	Michael & Raymond
Spares	Bissett & Carncross

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### TWO METHODS OF STUDY

A student is told a myriad of facts dealing with one subject. The entire idea is to set forth a mass of information to be learned by heart. The more important facts are emphasized by the amount of time given to learn them. He is then tested to see how many abstract facts he may have retained. Such training may well be considered "Quantitative Education."

There is another way of learning; far more interesting and valuable. This way enables the student not only to grasp the subject but also to retain his knowledge of it. Here the purpose is not to fill the mind with facts, but carefully to select some parts and see how, moulded together, they complete the whole. The logical way these facts hinge upon one another shows their relative importance. Such a method can be considered "Qualitative Education."—*The Review of Reviews.*