

sincerity—these make up the supreme gift, the stature of the perfect man." By occasionally thinking on such themes as these, the student, without dissipating his intellectual powers, becomes a better citizen and draws nearer to his ideal.

This is not a question, however, whether the Bible should be put on the curriculum or not, but whether the university should call its students together on Sunday for the purpose of encouraging the study of the Bible and the prayerful spirit. On this subject the various universities have reached two very widely differing conclusions; and as a result they turn out two very different kinds of men. Which is the better kind? Are both kinds necessary? In my opinion, whether the Bible be man-written or God-written—whether there be a God or not, prayer is necessary; for it certainly has an educational value in itself. When the student comes in contact with the grave mysteries of life, if he has the spirit of prayer, he learns patience, sincerity, and humility. Prayer, therefore, gives stability to his character, and balance to his mental powers. Religious enthusiasm may be unnecessary; materialism may be unnecessary; but the patient, earnest, hopeful spirit that grows out of the habit of communing with the hidden Power which made things as we see them, is evidently necessary to the perfect man. But in practice the question remains.

In concluding this discussion, it is needless to remark that there are other important problems in connection with the subject. The proper sequence of studies is not yet determined to the satisfaction of all. The co-education of the sexes is still a debatable subject. But, while the difficulties are many, it is gratifying to know that education as a science is year by year rising to a higher degree of exactness. Perhaps there are difficulties too complex to be overcome. It is not assuming too much, however, to say that it is possible to reduce to a minimum the dangers of disturbing the balance of the student's character in the educational process, and that the dangers of wasting the student's time and vital energy can be reduced to a minimum by determining what *useful* knowledge is best adapted to develop the powers of the mind, and how it should be presented. The bearings of this discussion tend to the conclusion that knowledge in every department of learning should be presented as a science.

I. O., '96.

EPHEMERIDES.

PLEASURE.

If thou seekest but for Pleasure,
Thou wilt never find the treasure.
Constant at thy duty be,
Pleasure then will come to thee.