

+ Exchanges. +

✻ A good article on "Dissipation in Reading" is given in the *Western Maryland College Monthly*. From the many good points in it we choose the following;

"How many of our boys and girls, even of those who are pursuing courses in our highest schools, know much of general literature, outside the anthologies prescribed by their teachers, and provided for in the curriculum of their colleges? Are not Milton, Dante and Wordsworth, names, with nimbus of glory, indeed, but merely names, to numbers of our best-educated people? The rapid, sketchy, superficial way of reading, which is common, has made solid scholarly attainment far rarer than it should be in a land of general intelligence."

"The Ideal Student" receives attention in the *North-West College Chronicle*. We have always had in mind an "Ideal Student," but never saw one. Let us mention some of the requirements which the writer of the essay gives, and all will come to the conclusion that no such person lives in 1888. "He has regular habits, is obedient, economical, thorough, prompt, sociable, courteous, beneficent, religious, and has a due portion of good common sense."

The *Willmington Collegian* is a very attractive Journal. An editorial on "Memory" voices the cry of the age—that the memory is failing. As a reason for this, it says that the habit of skimming over the daily and weekly papers, reading a little here about one thing and a little there about another thing, is a rapid way of destroying the memory. Numerous Memory Classes are being formed throughout America and Canada, and it remains to be seen whether these will be effectual in recruiting that failing faculty.

If the exchange editor of the *High School Bulletin* would read an article carefully before passing an opinion upon it, he would perhaps make fewer mistakes. There is something besides "praise" in "What our Neighbors say of Us," and anyone who will take trouble to look may find it.

As we peruse the pages of the January number of that interesting exchange, *The Manitoba Journal* we find our attention drawn particularly to an article entitled "Sorrows of Genius," in which the writer gives many illustrations to show that "genius and sorrow are to as synonymous terms." After reading the essay one becomes almost discouraged, and, were it not for the few closing remarks in which the prosperity of genius in the Victorian age is referred to, would decide that it might be better to allow our genius to remain uncultivated. It is a clever article, however, and one which we enjoy reading. "Loyalty to God and Temporal Prosperity," could be read with benefit by anyone and its advice followed with profit,

In the *College Index* we find a good essay on "Aesthetic Element in Education." The writer says that the practical alone is not sufficient in education. A man who could demonstrate the most difficult mathematical problem and yet look upon Raphael's Madonna as a common photograph, is deficient in some of the qualities which go to make up a perfect education. Although this is a very practical world in which we live, we must sometimes rise above the common place and flee to the Ideal world. "Whatever elevates, inspires, refreshes any human soul is useful to that soul." The paper is, on the whole very good and one of our most welcome exchanges.

+ Gems. +

"Sweet! in the land to come, we'll feed on flowers;

Droop not my child, a happy place there is.
Know you it not? (all pain and sorrow shut out.)

Where men may mix with angels. You and I
Will wander there with garlands on our brows
And talk in music. We will shed no tears—
Save those of joy, nor sigh unless for love.
Look up, and straight grow happy."

"He, who has helped thee hitherto,
Will help thee all the journey through.
Did ever trouble yet befall
And he refuse to hear thy call?
And has he not the promise passed
That thou shalt overcome at last?"