

ticular game and start a strange one, when they are members of the Athletic Association, which, they are given to understand, supports all the different sports. We must not look on the subject from a selfish standpoint. It must be remembered that baseball is a summer game, i. e., it is suitable for hot weather. It is less violent exercise than football. Two years ago, in spite of the strongest opposition, it was proven that the College could play baseball. In seven matches played they were not defeated once; and that same year the football team was almost useless, only winning one match. This might, however, never happen again. But there is some very good material here for a team, the only lack being a pitcher. But even this may be filled up after a few practices.

The only other game that has ever been at all prominent here is tennis, and prospects are as bright as ever for it this spring. Last year the team was not very strong, but this year, as we have some new men, we hope to play a better game. One thing which Tennis enthusiasts will have to do this year is to get a couple of good courts, and the only way to do this is to begin early and roll continually. Previously only a few have turned out to do this, and the others have waited patiently till it was done, then used the courts.

There is plenty of room for all three games if they are worked rightly. Baseball one day, football on the next. Tennis will not interfere with either of them.

EXCHANGES.

In the February number of "The McMaster University Monthly" we find an excellent article entitled, "The Ideal College and what it ought to do for a Young Man." It is exceedingly well written, and the thoughts are worthy of every student's serious perusal. The ideal is the sun around which the lesser planets of our life revolve. It is the voice that, in Browning's words, bids us "Look up, not down." In this light the ideal college is a natural theme for reflection. First, what should be the environment of an ideal college? The excellence of a plant is largely dependent on the conditions under which it grows. So environment has a great influence on the growth of the student. Solitude is an absolute essential to student life. Concentration is necessary to successful study, and it can only be obtained in solitude. But the environment must be inviting, because the student often needs something to inspire hope. He needs to commune with nature and therein hear the voice of nature's God. By conversing with Him we are drawn to higher planes of thought and action. But the college must also have a true inner constitution. Under this head the Faculty is the most important. It must naturally have men of high scholastic attainments. But, personally, their lives should be examples to those whom they are training. It is hard to estimate the moral and spiritual influence of a teacher over his students. Hence the ideal teacher should be a man of spotless life and character.

The aim of the college should be to give a thorough secular training along the lines of its curriculum. But it should not stop here; it should go beyond to higher things. The student should be trained to take his place in society, to be an honor to himself and to his Alma Mater, and a blessing to all. He should be thoroughly cultured as well as mentally trained.

In the second place, what should the college do for a young man? We often hear it said that it is a very important point in a man's life when he enters college. Is it not a more important time when he leaves it? At graduating the student is generally much the man he is ever to be. If his course at college has failed to give him a noble ideal, a fondness for the true, the beautiful and the good in life, either his Alma Mater has not done her duty, or he has not allowed himself to be influenced by her. Whether such a man realizes it or not, he is destined to be a weak, poor, selfish man. The college should teach the student the seriousness of life. He should be made to feel he is the keeper of certain talents, and that he is responsible as to how he uses them. He who does not realize the seriousness of life will never make a success of it. But he should be taught to enjoy life's pleasures and not to look on the gloomy side. It is important also that the student gets a large conception of life.

"Whatever crazy sorrow saith,
No soul that breaths with human breath,
Has ever truly longed for death;
'Tis life whereof our nerves are scant,
O, Life! not death, for which we pant,
More life and fuller what we want."

Only those who gain this large conception can succeed. Too many of us have only a broad and butter conception of life. It is the mission of the college to lead the young man beyond this, and where he may gain a true conception of the higher possibilities of life. If the student never realizes that such possibilities are before him, he will never attain them. The student should also be made to feel that in college he merely gets a thirst for knowledge, and that in life he may begin to slake it. He should realize that the educational march is eternal.

It is also important that the student gets a desire for the right kind of knowledge, for upon this depends his destiny. For the student, on leaving college, decides his own course in the great school of life. Thus, in conclusion, the college should have a proper environment, its Faculty should consist of men who are noble and inspiring, and they should aim at giving more than scholastic culture. The college should teach the student the seriousness and largeness of life, and convince him he must always be a humble student if he is to make those around him and himself most happy.

—o—

A Theory.

Once Cupid, in his roguish way,
Into a room went peeping,
And there upon a sofa lay
A maiden calmly sleeping.

Then Cupid straightway aimed a dart,
With a triumphant grin;
The shot was careless, missed her heart,
And struck her in the chin.

He drew the shaft and kissed the place.
'Twas healed by means so simple;
The wound however, left a trace,
A charming little dimple.—Ex