

❖ QUEEN'S • COLLEGE • JOURNAL. ❖

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❖ Queen's College Journal ❖

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THE students will be glad to learn that the University Council has decided to do away with the gold medals which were awarded to prize men in some of the honour courses. If prizes, in the shape of medals of any kind, are held out to the students of the honour courses, there should be at least one in connection with *each* honour course in the curriculum. The expense entailed in providing a gold medal in *each* course was more than the funds for the purpose would admit, and hence for some years past there has been one honour course at least which has had no medal attached. Hereafter a bronze medal will be struck for the prize student in each honour course. This will make the matter more as it should be. A bronze medal means just as much as a gold one, and as it is for the honour of the rank and not for the value of the medal that the student works, the possibility of receiving such recognition now lies within the reach of every honour student in the University.

The Glee Club is being reorganized and repaired, and the students and city friends of Queen's may look forward to an occasional treat during the coming winter. There is no reason why a public entertainment of a very interesting and pleasant nature should not be given to our friends at least twice in the session through the efforts of this club. We have talent of various kinds in the

University, and with readings, recitations, and vocal and instrumental music, a very agreeable evening could be spent. Practice on the part of the Glee Club, and a little effort on the part of our men of ability in other lines, will be the means of affording a treat which we shall all be pleased to enjoy. And, by the way, what's the matter with the Banjo Club?

* * *

In another column we give a short sketch of the history of gowns, taken from the *Literary Magazine* of Princeton. This will show that the wearing of gowns is not—as many seem to think—a senseless encumbering of one's person, but a time honored custom, well worthy of being continued. Some years ago most of the students wore cap and gown. Now the cap has disappeared and the gown is going—fast. We believe that the professors are principally to blame in the matter—we are glad to except Prof. Dupuis—but the students themselves have no small share of responsibility and could remedy matters if they would. Let them do so then, and do so at once! Let every man, woman and child—*i.e.*, freshman—hereafter don a gown while around the university. If he has not a whole one let him wear what he has, even if it be but a shred of black tied about the neck or arm with a piece of red braid. But let all wear something, that the custom, which has in the past been so intimately connected with college life, may be revived; and henceforth may there be no student in arts who shall be able to make a personal application of Iago's words,—

“For shame, put on your gown.”

* * *

University extension work has been for some time, and is still, exciting a great deal of attention among educationalists; and thought and effort in this line has been encouraged by the appreciation shown by many earnest seekers after culture among classes precluded by their circumstances from a regular university course. The number of extra mural students at present pursuing courses in connection with Queen's, the advantage

taken by citizens of Kingston of such classes in the university as can be worked in with their regular occupations, the appreciation shown of the services of our professors who give occasional lectures in other cities and towns, the earnest desire expressed by "an artisan" lately in the *Whig* for more classes in line with mechanics, as well as a feeling often expressed by citizens of Kingston that they do not reap the benefit they should from the presence of a university in their midst—all these are signs that university extension in Queen's is a move in the right direction.

One great difficulty seems to stand in the way. The winter months are the most suitable for such work, but these months place on the professors such a weight of regular sessional work that they have little time or energy to devote to outside work.

But it seems to us that a suggestion thrown out by Dr. Watson in an address delivered in Convocation Hall some time ago offers a solution to this difficulty. He showed that a very necessary step for Queen's to take in the near future would be the establishment of fellowships to encourage men to pursue post-graduate courses. The great barrier in the way of carrying out his suggestion seems to be the want of means. Now, it seems to us that the necessary remunerative employment, for a few fellows at least, will be forthcoming if this desire for university culture on the part of the outside public is taken advantage of. Can not university extension and the foundation of a few fellowships thus be made to aid each other?

There are at present honor men of Queen's who would gladly remain and take post-graduate courses if the university could provide them with work in their special lines, which would even pay their expenses for each session. Why not make use of such men to relieve the professors by correcting exercises, examining papers, corresponding with extra-murals, "grinding" the junior and senior classes on such days as the professors would be absent lecturing at places out of the city, or even by delivering some of the extra-mural lectures?

Of course we only throw out this as a suggestion, in the hope that it may be found of some value by those who are able to judge of its practicability.

CONTRIBUTED.

INTELLECTUAL ASCETICISM.

Everyone knows of the great movement which, sweeping over Christianity in the early part of the middle ages, resulted in the establishment of the great monastic system, and in the long dominance of a doctrine of spiritual narrowness. It restricted the attention of thoughtful men to their religious duties alone; it even confined their religious duties to the spheres of prayer and meditation, and it too often divorced from practical life those most likely to impart to that life the element of elevation and purity which it is apt to lack. Whatever benefits this theory conferred upon man in Medieval times, it does not seem well adapted for use in modern society. In the world of thought it has been exploded, and though it still appears here and there around us, it is yet steadily losing ground. Doctrines of a broader humanity are taking its place, and men are becoming reconciled to living as broad instead of as narrow a life as possible. When this is the case, it is strange that in a place especially dedicated to the pursuit of the study of mind, to the attainment of culture, this same ancient theory should crop up once more.

Is our typical student an interesting being? To solve this question we must clear the ground by answering a fundamental one. What is the typical student? I may distinguish two great types. The first is a lad who has just gone through the High School, and is now away from home for the first time. Thanks largely to the elementary character of these schools, his years are apt to be few, and his information just sufficient to ferry him over the necessary entrance examination. He is now engaged in learning what is set before him. The other type of student is older. He has nearly always earned his own way and has seen something of the world under very materialistic conditions. He has been too busy to get much beyond his necessary stock in trade of information, and is very likely to have strong prepossessions. He will study conscientiously and with a purpose, for his full comprehension of the cost of his education will spur him on. Having cleared the ground so far, I may now ask what do these men do? And to this question, as far as our

own men are concerned, I unhesitatingly reply—study. Lessons are set, actual veritable lessons, and only too often the student's full attention is absorbed by them. There is a cast-iron system of classes and subjects and lectures, and he is bound to give his attention to these, on pain of losing or being delayed in attaining that *Summum Bonum*—his degree. From his first year to his fourth there is a regular round of daily duty to be done, and he is too apt to fancy that that duty is the whole matter. He is too apt to become a jug into which is poured certain facts, and which is then sent into the world labelled B.A. or M.A., as the case may be. He is too apt to view his studies absolutely instead of relatively, as all important means to information, instead of some among many means to culture. There is no time for outside reading, for society, for the theatre, for anything which may turn him aside from his programme of studies.

Now we may return to the original question: is this student an interesting being to a person of fair culture, who has no special interest in student life? And this I think may now be answered by another: how can he be? To be interesting to such a person, a youth at this period should be alive to the feelings, the opinions and interests of his time. His studies should be the solid groundwork upon which he bases a fresh and vigorous interest in the life of the world around him. But our typical student is none of that. He is the victim of a system of intellectual asceticism. For the doubtful advantage of a certain amount of a certain kind of knowledge and mental training he has sequestered himself from the world. To keep up with the demands of the class and lecture mill he has sacrificed acquaintance with current thought and life. He presents no spectacle of ardent youth, tremulously alive to the spirit of the age, agitated by the hopes and fears of the great men of that age! No, he is employed in calmly laying a structure of information which may in certain respects be sound enough, but which will lose much of its force and vitality when once it is parted from the place where he has learned it. Properly, one's university training should be a period in which he first tastes the world, but tastes it with idealistic surroundings. A university should be a place where the best thought and feelings of the age

should lie at hand and be ready to influence young men at every turn. Instead of this, what is it? Only too often a seminary. And is a seminary youth interesting to anyone out of his own special line?

What is the best university work for a young man who has received a good grounding? A maximum of reading and a minimum of lectures. Professors should be helpers for men who are reading for themselves, not teachers to impart to pupils all that the said pupils will ever know about the subject. Turn a good student loose into a good library; insist more on the essay which means individual and various reading than on attendance on lectures which may easily resolve itself into presence of the body, and the body alone. And by way of conclusion I may be pardoned for reminding my readers of a curious difference in the terminology of English universities and of those on this side of the water. There the students are "men" and "read;" here they are "boys" and "study."

C.F.H.

LITERATURE.

AMERICAN HUMOROUS VERSE.

A CRITICISM.

WITH the short essay on "American Humorous Verse," published in your second number, I must disagree. It seems to me that Mr. Barr, instead of making his selections with "care and literary taste," has omitted many of America's best humorous poems, and inserted a great deal of mediocre, not to say trashy, work. For instance, we have five poems of A. W. Bellaw, each one duller than the others, and eight of S. W. Foss, while Carleton, Holmes and Lowell contributed but two each; nor are these, in the case of the first named, by any means the best that might have been chosen. Again, H. C. Dodge has six, and Bret Harte four, of which one is among the poorest things he ever wrote. Still, from the fact that it is mainly a collection of the verse of minor American poets, the book is not without value. One of the best of these is G. T. Lanigan, of whom more should be known, if his other work at all approaches the standard of Mr. Barr's selections. An abstract may be

given from "The Ahkood of Swat," a really inspiring parody on the "Ode on the Death of the Duke of Wellington."

"For the Ahkood I mourn,
Who wouldn't?
He strove to disregard the message stern,
But he Ahkoodn't.
Dead, dead, dead:
(Sorrow, swats!)
Tears shed,
Shed tears like water,
Your great Ahkood is dead!
That Swats the matter!"

His "Dirge of the Moolla of Kotal" is even better, but does not lend itself to quotation.

W. L. G.

YOU AND I.

BY HELOISE. (OCT. 2, 1891.)

Over the dewy heather,
Over the springing sod,
Over the hills together,
Lightly have we trod.

Ere the sunbeam has risen,
Till at eve of day,
Issuing dark from prison,
Night resumed her sway.

Plucking the modest violet,
Hidden by banks of green,
Watching the softened twilight,
Never a cloud between.

Far down the mountain straying,
Happy, blithe and free,
Off to the Goddess praying,
In silent mystery.

That sceptred Queen, the fairest
That ever graced a throne,
The Sylph of beauty rarest,
Whose sway the flowers own.

Then were our noon-dreams brighter
Than e'en the southern sky,
Never had children lighter
Hearts than you and I.

Till vagueness blurred the vision,
And trembling o'er our path,
Black came the fateful mission,
Dread harbinger of wrath.

My Fylgia was taken,
The Nornas bade it so;
But though our souls are shaken,
The deeps run still and slow.

Sad was the hour we parted,—
Drear the even, when,
Smiling, yet broken-hearted,
Our ways diverged again.

Time the soul-thrust may suture,
Skulda alone can tell,
Still I but live in the future,
With her I love so well.

Time may blunt the aching
But ne'er can joy restore,
Until death, pity taking,
Our souls join evermore.

ABOUT GOWNS.

"In Athens, we are told, as early as the Antonines, the university students 'wore an official dress, black in color, which distinguished them from all beside;' and as long as these seats of learning flourished, this dress was rigidly adhered to, the only change made being in the color—from black to white—at the suggestion, says Philostratus, of the learned and munificent Herodes Atticus, who himself defrayed the expenses of the change, declaring, 'While I live ye shall never lack white robes.'

During the Middle Ages learning was so closely connected with religion that it is difficult to separate the habit of a monk from that of a scholar; but allusions in Petrarch, Boccaccio and Chaucer seem to prove that it was a long, loose robe, generally black, sometimes violet or scarlet, with a loose, pointed hood instead of a cap. In the Ellesmere Manuscript of Chaucer, the Clerk of Oxenford is pictured in a surcoat, or, to use the expression of the poet, an overest courtesy of dark violet. In 1507, Richard Hutton became provost of Kings College, Cambridge, and Hatcher writes of him that 'because this man was of so high a color he would seldom wear his scarlet gown.' Spenser also alludes to

"The scholar learned in gowne clad,"

and Shakespeare mentioned the custom very frequently, but seems to take for granted its antiquity and general prevalence. In the history of the University of Cambridge, published at London in 1815, there is a series of plates showing the gowns worn by the candidates for the different degrees, 'according to ancient custom,' as a note tells us. Caps and gowns are still worn at both the great English Universities and many of the schools and smaller colleges, a fine being in most cases imposed on all who appear without them. The etiquette as to their usage is strict and complicated, a short, open gown being worn by

candidates for the Bachelor's Degree, and a longer, closer-fitting one is used by the Masters. The cap is never removed from the head in bowing; touching it with the hand and inclining the head is all that is deemed necessary. The tassel is always worn on the left side, front, &c."—*Nassau Literary Magazine*.

COLLEGE NEWS.

A. M. S.

SOME of the amendments to the constitution of the Alma Mater Society, which will be proposed at the coming annual meeting, should not be passed without careful consideration. We wish to draw attention to the most important. Changing the fee is a matter of opinion; it will make no great difference whether the change is made or not. Abolishing Bourinot will make the chairman's position more difficult and will leave the society with no *definite* authority upon many points and will do *no good at all*; but it will do no great harm: Bourinot may be readopted at any future annual meeting.

But there is one proposed change which may not be so lightly considered. It will forever remove—and in this case the injury, once done, is irremediable, reconsideration in the future will avail nothing—it will remove the dignity attaching to honorary membership and it will offer a direct insult to every lady graduate and undergraduate in Arts and Medicine. We refer to the proposition to make all lady students honorary members.

"The Chancellor, Trustees and Senate of the university and affiliated faculties shall be, *ex officio*, honorary members." [Art. 2, Sec. 3.] Any graduate of the university may be elected an honorary member by a five-sixth vote of the members present at any meeting, provided due notice has been given. [Art. 2, Sec. 4 and Art. 5, Sec. 5.] This is what the constitution says about honorary membership at present. Lady students and graduates are admitted to ordinary or honorary membership upon the same terms as persons of the opposite sex. Why make a change? The only reason yet suggested—it has not perhaps been explicitly stated—is that it will make the ladies more *convenient tools for election managers*. Comment is needless. The Alma Mater is not yet so false to

its history and traditions as to pass a proposition of that nature. We will make only one suggestion. It is that the ladies should vindicate their honour and respect for college traditions by coming out and indignantly voting down the motion.

THE SCIENCE HALL.

There are about 70 students doing practical work in Chemistry, from simplest chemical experiments to complex analysis. Every place in the Junior Laboratory is filled already. If more men enter, a new class will have to be formed, and places assigned them in the Senior Laboratory, where there is still room. This is a pretty good proof of the crying need there was for the new building, and of the development of Chemistry in Queen's since Professor Goodwin took charge of the department. It also shows the necessity for fitting up Laboratory No. 3, which, on the day of opening, was used as a refreshment room, but which is intended as a working class-room for the Juniors. About \$1,000 are needed for this purpose. Some one whose name will be permanently associated with it, as Dr. Acheson's is with the Quantitative Laboratory, is eagerly desired by Dr. Goodwin and Mr. Nicol. His appearance will be welcomed by friends, and especially by all who are interested in the science side of the University.

LABORATORY AND LECTURE APPARATUS.

Last week an extensive consignment of apparatus for Chemistry and Assaying purposes arrived from Germany. This was ordered in August, and more recently a supplementary order had to be sent to New York, on account of the number of students being larger than was anticipated. Both consignments came to Kingston on the same day, and on comparing them, the German goods were found to be not only better, but cheaper. Moral: Order largely and in time. Trust to students *galore* being on hand.

CRYSTALS THAT ARE NOT CRYSTAL.

There is in the Science Hall a unique collection of models of crystals. They are made of pine and beech, and are unusually large, so that it is quite possible to demonstrate with them the various crystal forms to large classes. These models have been made by a

Kingston carpenter, and Thomas Lindsay, who has shown great intelligence and dexterity in cutting them out. He is still engaged in completing the collection. It was intended to order these from Germany, but the Professor, who had once made a similar set, found in Mr. Lindsay a person quite capable of carrying out the work quickly and economically, and making them of a larger size than they could have been had from Germany. Only honour students in Chemistry study these models in detail, but the larger are used to demonstrate the elements of crystallography to the passmen. This is a kind of N.P. that no one will object to. No protection has been asked from the Government so far, but the Professor ought to claim "exemption" from the City Council.

TYPICAL SPECIMENS OF ONTARIO MINERALS.

We note that a collection of these is being formed by Mr. Nicol. They will be of service to all interested in prospecting and in the development of our mineral lands. Good specimens are always welcome, and prospectors are asked to take a note of this. Nothing is more needed in Kingston than a school of mines, and this is the first step to that desirable end. Heaven helps those who help themselves, and the Provincial Government may some day soon imitate heaven. So note it be!

CO-OPERATION.

What strikes a stranger about Queen's is the hearty way in which the Professors, lecturers and students co-operate in the work of the University. There is no sign of jealousy, and therefore no friction. Dr. Goodwin entered into the labors of Prof. Dupuis, so far as Chemistry is concerned, and Prof. Fowler, as regards Natural History. Instead of feeling envious at the great development that has taken place to another's advantage, Prof. Dupuis has labored for the Science Hall as he would for class-rooms for himself; and on the day of opening Dr. Goodwin stood aside and gave the place of honour to his predecessor, just as if he himself had done nothing during the last seven years, or in connection with the plan and construction of the new building. Let us give all honour to those who never claim it for themselves,

but think only of the common good. It is *esprit de corps* among the Professors that develops it among the students.

THE GLEE CLUB.

This institution which had such a successful term two years ago has revived again and looks as if it were this season going to do better than ever. Several meetings have been held and the work of organization is now complete, except that no doubt many more students will join before practice begins in earnest. Mr. Oscar Telgmann, well known in musical circles, will act as leader, and we hope that he will have under his baton *all the musically inclined students of the university*.

The officers are as follows:

Hon. President—Harry Wilson, M.A., '88.

President—J. Binnie, M.A., '89.

Vice-President—C. Daly, B.A., '90.

Sec.-Treasurer—J. Stewart, '93.

Practices will be held on Wednesdays and Saturdays from 5 to 6 p.m.

ADDRESS FROM THE STUDENTS TO DR. O'HARA.

To Miss Maggie O'Hara, M.D.

As you are about to leave your native land to engage in the noble work of bringing the light of the Gospel to those who are in darkness, we, your fellow-students, wish to express our esteem for you and our sincere wishes for your future welfare.

Our feelings of regret at your departure from amongst us give place to feelings of gratitude when we remember that, having done your duty faithfully as a student, you have been honored by the Master in being entrusted to do a special work for Him. We rejoice with you that you have been thus accounted worthy.

We are confident that the same qualities which marked your life and conduct when you were with us will give you success in the work to which you have been called. Your sympathy, earnestness and devotion, your ready and cheerful helpfulness in every good cause, and above all your sincere piety and firm faith in God, are qualities that have been a help and an inspiration to us, and which eminently fit you for work in the foreign field.

We sincerely hope and pray that in every difficulty which you may encounter, in every disappointment and discouragement you may meet, you shall find strength and encourage-

ment in the promise of Christ, "Lo! I am with you alway." And as you go about the Master's work, bringing relief to the suffering, raising the fallen, comforting and strengthening the weak, may you not only be supplied with strength, physical, mental and spiritual, but may you also have much joy and peace, and a glad consciousness of the Saviour's approbation.

As a token of our esteem and an earnest of our good wishes and prayers for your well-being and success, we ask you to accept from us this Surgical and this Medicine case, hoping that you may long be spared to use them in the alleviation of suffering.

Signed in behalf of the Students of Queen's.

JAMES BINNIE, M.A.
MISS ALLEN.

Kingston, Nov. 16th, 1891.

WHAT THE LADIES WOULD LIKE TO KNOW.

1st—Why *they* are never asked to air their Latin in class.

2nd—Why it should be necessary to enter the English class-room ten minutes early in order to ensure a seat; and why a regular student should not have the privilege of sitting in her own seat at least twice a week.

3rd—Why they must always "hop" into class to the tune of "Sister Mary." Even "Captain Jinks" is a fair hopping tune, and would break the deadly monotony.

4th—Why when unattended they choose to enter Convocation Hall they should be yelled at,—and even more yelled at if attended.

5th—And why, oh why! that abominable whistling! Surely the line might be drawn at that.

6th and lastly—Why no one ever taught the "Chaste Sophomore" the moral of that little story, "Go up thou Bald Head," and the bears. N.B.—Free representation of the above mentioned little drama (minus the bears, though an occasional growl may be heard) any evening of a public meeting in Convocation Hall, from 7 to 8.30.

COLLEGE NOTES.

'94 met on the 19th. After the regular business was disposed of, the programme was commenced. This consisted entirely of a reading by R. Taggart, which, however, was

well received. After singing some class songs the meeting adjourned. The ladies of the year have not yet favored us with their presence, but we hope to see them hereafter. They would materially assist in the programme.

Mr. G. Lowe was called home last week on account of the death of his sister.

Mr. E. R. Peacock's sister, through whose illness he went home, died recently.

The JOURNAL extends its heartiest sympathy to those students in their sad bereavement.

Prof. Dyde has been unable to meet his classes recently through illness.

Prof. Fletcher was called away suddenly on Saturday morning on account of the death of his mother.

The senior class in English now meets in Prof. Goodwin's room in the Science Hall. It is much more comfortable and commodious than the present class-room.

E. C. Watson, historian of '95, recently resigned, and J. Conn was elected in his place.

The Æsculapian Society met on Monday evening for the purpose of electing delegates to represent the Royal at Toronto and Montreal. After a very close contest the result was as follows: W. H. Bourns, for Toronto School of Medicine; F. J. Kirk, McGill University.

FROM VARIOUS SOURCES.

After election. F. J. Kirk:—The *Barber* gave me a very close shave.

Monday morning after At Home in the Den. Dr. Henderson:—Didn't expect to see so many out this morning.

H. R. Grant and J. J. McLennan, B.A., were appointed representatives to the next meeting of the Ontario Union.

At last meeting of Y.M.C.A., two delegates, Messrs. Harrison and Connelly, from Albert College, Belleville, addressed the meeting, which was large and enthusiastic. The addresses of the young men were much appreciated. We understand a return delegation will shortly visit Albert. There is no doubt that this system of Inter-Collegiate visitation deserves to be encouraged more than it has been in the past.

The first meeting of the Missionary Association was held in the Divinity Room on

Saturday, Nov. 14th. After devotional proceedings the minutes of the last meeting were received. The Treasurer's report was very satisfactory. The President, Mr. John Sharp, then delivered his inaugural address. A general discussion about the supply of stations during the winter months took place. It was decided to ask all students who wished to supply to hand their names to the Secretary, C. H. Daly, B.A.

DE NOBIS.

A DIVINITY student of Queen's has a habit of repeating the first line of the hymn and adding let us rise and sing. Lately he was preaching, and he gave out a hymn beginning with

"Ye indolent and slothful rise"—

"And sing," he added, and then disappeared behind the pulpit.

On Princess Street—Ain't we two pretty little things. Don't we look nice together.—
[W. W-k-n-sh-w.

Ninety-three has a *fee-simple*. At any rate it is rumoured that he was married Wednesday, Nov. 11th.

Tune—"A Warrior Bold Am I."

When nights are cold,
And students bold
In Alma Mater hold their sway,
A warrior bold,
With gall untold,
Sings patiently this lay:
Oh I am young and fair,
I have been reared with care,
So don't delay,
I humbly pray,
I cannot stay late there.

Mallorytown concert—Young Lady—Who is that nice looking young man with the slight moustache behind the organ?

Student—Why, that's Binnie.

Y.L.—Oh, isn't he just lovely.

Guy Curtis (on the train nearing Cobourg)—Beg pardon, sir; would you like some refreshments to be prepared for you at Cobourg?

Passenger—Thank you; I would.

G. C.—So would I, sir; good night, sir.

Vigorous applause from students in other end of car. Passenger looks cheap.

H. R. Grant (in Alma Mater)—"Yes, Mr. President, I think that the conversat. should be held at the close of the autumn term. How pleasantly it would enable us to say good-bye to one another and to our friends. * * * But, Mr. President, it is ridiculous to talk of holding it in the middle of the next, or of any term; why, we couldn't—we wouldn't"—

Voice—"Wouldn't have a chance to say good-bye to her."

It does not seem to be an axiom to all, that because a man goes to College *therefore* he is a student. We notice an advertisement in a College exchange that reads: "*Students and College boys* are requested to give us a call."

Prof. G. (to medical student)—What is a sub-oxide.

Medical—Er-a a combination of oxygen with a "sub."

Dr. Sexton—If I throw down two dice and they come down both sixes, what would you say to that?

Joe D-w-ng (sotto voce)—One horse for you, old man.

Since '95 can't shine in foot-ball against the K.C.I. team, nor show up in the team race, yet, if they apply themselves diligently, they may be able to challenge some of the other years to a spelling match before spring.

In the museum—Miss D—, My, what a pretty stone! That's an amethyst, isn't it?

T-yl-r—Yes; how would you like it in a ring?

C. B-gg, '95, complacently looking at his watch on hearing the half-past nine gun go off, "Well, for once that nine o'clock gun is right. It's generally about half an hour slow."

Dialogue—Freshman (philosophic and enthusiastic)—I tell you what, there's nothing like Socratic questioning.

Graduate (of several arts)—What's it good for?

Freshman—It is unequalled for dispelling illusions.

Graduate—Think so? Try a Platonic friendship.