

President Gilman, of Johns-Hopkins University, sums up a library education as the power of concentration, retention, expression, power of judgment, and distribution of power of arranging and classifying known facts.

An average term standing of eighty-five per cent. at the University of Wisconsin exempts students from examinations.

This system was spoken of in our last issue and we will keep on harping on it until State College people get waked up and make some kind of a start in the matter here.

"I go at what I am about as if there were nothing else in world for the time being. That's the secret of all hard-working men; but most of them can't carry it into their amusements. Luckily for me, I can stop from all work at short notice, and turn head over heels in the sight of all creation, and say, 'I won't be good, or bad, or wise, or anything till two o'clock to-morrow.'"—*Charles Kingsley.*

The following from the Otterbein *Aegis* can be applied to the state of affairs here at State, equally as well as to that at Otterbein: "The order during chapel exercises is not what it should be. Some of the students both in the higher and lower classes seem to lack the idea of reverence and propriety. To them the prayer-hour, judging from their actions, has no sacredness, and those near them have no rights or privileges which are worthy of their consideration and respect. Before the exercises begin there is frequently such a buzz of conversation and so much confusion that the professor in charge is compelled to call for order. During prayer it is nothing unusual for students to engage in conversation or study a text book. It does seem strange that young men and women reared in Christian homes should be guilty of such thoughtlessness. If the student-body were composed of children these things might be overlooked; but for men and women to conduct themselves in this manner, is action worthy of the severest censure. —*The Campus.*

This would not work at P. S. C. for every one is so crowded with work here that we would have an immense overflow of candidates. There is a thought that might be expressed here. Primarily a college course is calculated to give a man an intellectual training and some, in fact a great many college faculties seem to think it should end there. But there is no use of a man's grinding his head off for this and neglecting all else. Both the soul and body are of more importance than the mind and generally when men are too much ground down they neglect both these things and what is an intellect without a pure soul to give it purpose and a strong body to sustain it in the carrying out of purposes.

Nor should a man neglect the cultivation of the social art. For nowhere do men come into closer relationship than in college, and it is the opportunity of a lifetime.

EXCHANGES.

It required four years of my early youth,  
To master the A. B. C.;  
But now its worse, for to tell you the truth  
It requires four years for A. B. —*Er.*

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College fellows in general admire a man with stability and steadiness, but they can appreciate the difference between being *steadfast* and *stuck-fast*.

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Quiet Street,  
Banana peel,  
Fat man,  
Virginia reel. —*Er.*

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THE BEST MOTIVE.

Don't say, "Because I like, I will,"—  
With pleasing things attempt to fill  
Your life; but seek some better drill,  
Should appetites direct your will?  
Don't say, "Because I must, I will;"  
But find a higher motive still;  
For *must* is the slave-drivers' mill,  
And yours should be a freeman's will.  
But would you drink of Learning's rill,  
And mount up high on Wisdom's hill,  
Where God himself acts through your will?  
Then say, "Because I ought, I will."

R.