

"Must I?" she pleaded, smiling up at him through her tears.

"Yes, you must," he replied.

"Well, then," she whispered softly, "I love you, Percy."

And when, a few minutes later, the break repaired, they continued homeward, Nero barking joyfully ahead, Percival Weston felt that earth held no greater happiness than his.

R. T. STROHM.

A STUDENT TALKING BACK ABOUT EXAMINATIONS.

Scene—PROFESSOR'S PARLOR.

Student—Professor, I came over to talk about examinations.

Professor—We are always glad to get the students' views on such subjects. What have you to say?

Stu.—Well, I've heard a dozen professors and instructors say that they considered examinations merely a matter of form, and gave them because they were required. These were influential men, and I'm puzzled to know why these requirements exist contrary to the expressed wish of those who make requirements at State.

Pro.—Yes, I must admit that a large number of our most progressive men desire a change, but just why this change is not made I'm not at liberty to tell. We, like you, must submit to the powers that be.

Stu.—Will you state some of the principal arguments in favor of the present system?

Pro—Certainly. The principal one is the object of discipline—to teach the student to tell what he knows in the briefest possible time. When a student is able to indicate clearly, in two to four hours, all that he has learned about a subject in three months he shows development in that which is one of the primary objects of colleges. Isn't that valuable training?

Stu.—Truly, but why not have a course in concentrated brevity, conciseness, clearness, and correctness? Why limit a man to so few hours of this "valuable training," if that is the great object, and *why* make him depend upon it for his term grade, or possibly for permission to remain longer in college?

Pro.—Why, don't you see, we are accomplishing a double object. The man gets the training, and at the same time we find out what he knows about his subjects.