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No. 6.

The BATES STUDENT.

H. C. Wilkinson



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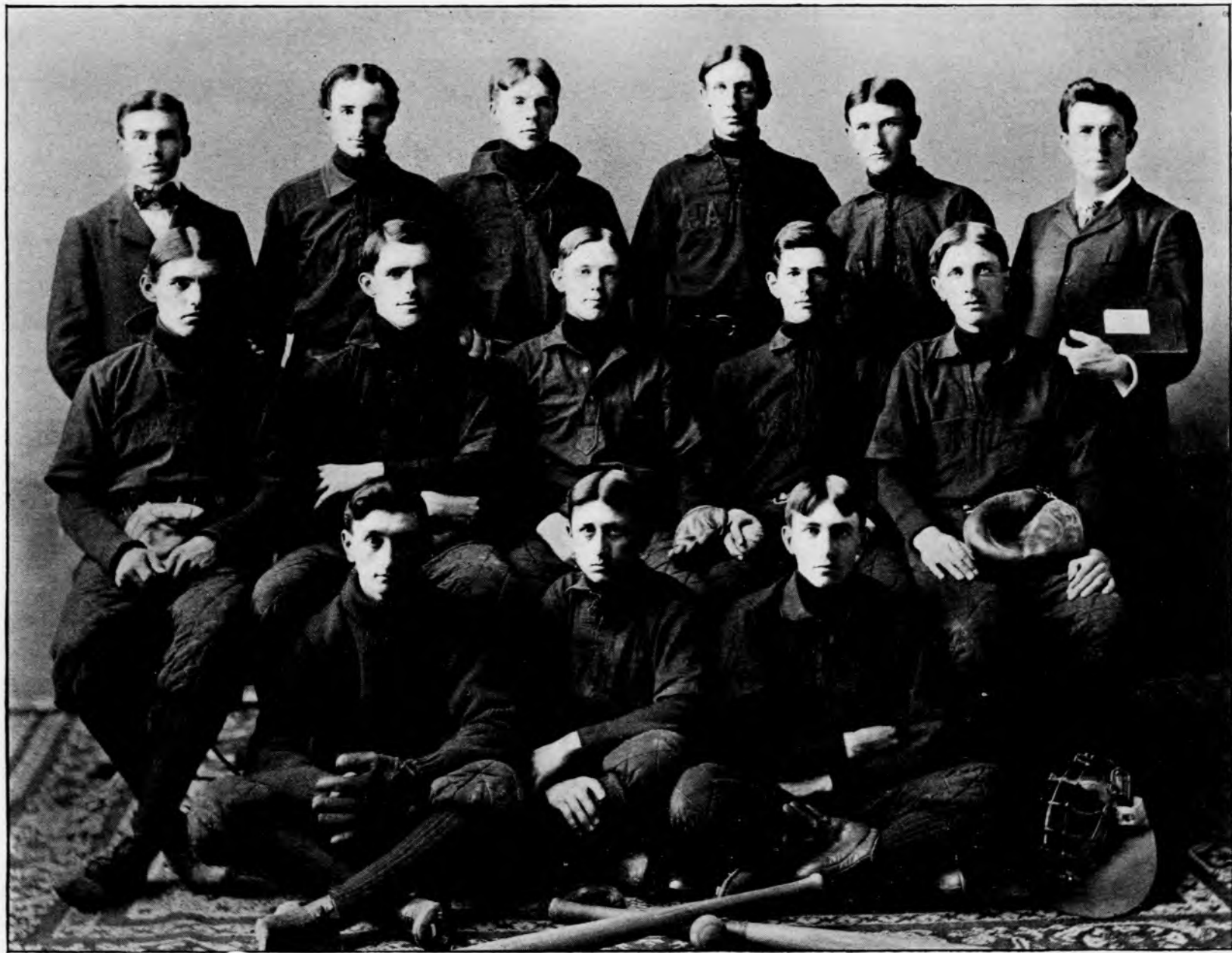
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BACCALAUREATE HYMN.

BLANCHE BURDIN SEARS.

Tune—"Angels of Jesus."

Hark to the bells, the bells of Sabbath pealing,
Calling our Class to worship once again,
With heads bent low in thoughtful consecration,
Hearts wrung with parting's restless, bitter pain;

For when another week has gone by
Asunder forever our paths in life will lie.

Joy in our hearts with sadness ever mingles,
Joy over blessings in the past bestowed,
And for the help of God in Heaven above us,
Lightening every toilsome, heavy load.

Pure is the friendship, sweet is the love,
We have as classmates in the Father above.

E'en though the future brings us separation,
Classmates no more together we may meet,
There is within a hidden consolation,
There is assurance ever tender, sweet;

He has been with us, guardian and friend,
He will attend us forever to the end.

THE MISSION OF MUSIC.

SALUTATORY.

THERE is a constant desire of man to relate himself to the Infinite not only in the cognitive but in the emotional way, not only by the working of a frigid intellect, but by the feeling of a warm heart. Music, of all arts that which departs most

widely from the rigid definitions and firm outlines which the mere intellect demands, has its mission in ministering to this desire.

The more prosaic and sordid a man's daily life, the more he needs outlooks and leadings to a higher life; the material must touch the immaterial, the body must have an indwelling soul with its aspirations and affinities. The peculiar activity of music being in the same direction with that of those emotions by which man relates himself to the Infinite, it is very natural that the spirit of man should call upon it for relief from the pressure and grind of Fact, should look to it to lead him out of the labyrinth of the real, the definite, the known into or at least towards the region of the ideal, the infinite, the unknown.

In answering to the demands of man's nature, music has its own peculiar function, its own place in the divine plan. From minds sensible to its pleasures, music can often banish one train of feelings and replace them with another of opposite complexion and character. It can soothe the anguish of sorrow and disappointment, overcome the painful memory of the past, extinguish gloomy forebodings of the future or rouse from the deadly lethargy of despair. It has access to the inner sanctuary of the heart and appeals to the purest element in the emotional nature, always soothing if it cannot solace, always rousing the higher, never the lower nature; it is a subtle, potent influence, a soother, a purifier, a bringer of balm to the wounded heart and of health to the stricken soul.

But it is perhaps in the church that the power of music is most clearly apparent. Mr. Gladstone not long ago remarked that "Ever since the time of St. Augustine, I might perhaps say of St. Paul, the power of music in assisting Christian devotion has been upon record, and great schools of Christian musicians have attested and confirmed the union of the art with worship." Not only has music in all lands won its way into the church, but it has gradually taken on more and more importance in the service of worship. How many there are in these days to whom the finest preaching comes from the organ-loft, and how many there are to whom the music is the chief inducement to bring them into the church!

Music strikes down to the unity of feeling underlying the diversity and conflict of opinions, for many unite in singing the hymn who might scarcely be willing to repeat it. The heart of the worshiper is touched, his emotions stirred, his religious feel-

ings exalted, and his mind made more receptive of truth and more susceptible to the minister's moral counsels and exhortations. Henry Ward Beecher says, "In singing you come into sympathy with the Truth, as you perhaps never do under the preaching of a discourse."

Men have not always approved of church music. The Puritan said, "Away with it all, the monkish mockeries and music; it is all evil." He made the attempt, his religion became austere, harsh, forbidding. Failure was the final result. Music might be smothered, silenced for a time, but it was irrepresive, it welled up in the myriad voices of nature, the voice of God appealing to the hearts of His children, it could not be banished.

One of the most important moral functions of music is that of weaning the people from low and demoralizing pleasures. Social reformers but injure their cause by discountenancing all pleasures. They should distinguish between what, in its very nature, has a tendency to excess and vice, and what is not only harmless but ennobling. Foremost among the latter is music, which always ennoble, never corrupts, is easily obtained and can be enjoyed simultaneously by the greatest number.

Though many believe that modern civilization is deadening the sensibilities of man, the power of music is probably no less to-day than it was among the ancients. To the present day in all armies musical war signals are considered absolutely indispensable. The drum is used especially for inspiring the soldiers under the fatigue of march or in battle; the bugle to arouse them for the supreme moment. We have from no less eminent authority than Field Marshal Lord Wolseley this statement: "Troops that sing as they march will not only reach their destination more quickly and in better fighting condition than those who march in silence, but, inspired by the music and words of national songs, will feel that self-confidence which is the mother of victory."

If we consider that music is the language of the feelings we are able to account for the power it has over the masses composed of individual minds differing in intellectual ability. These masses, all uneducated people, feel more than they think, live for the most part in their emotion. Music is a language needing no words, understood by all; it appeals to the better nature when words, though spoken with eloquence, would fall unheeded upon minds incapable of their comprehension.

Only so far as any art or science becomes a part of popular education can it become a power, an influence in a land. Dr.

Johnson says, "Music is the only sensual pleasure without vice." Therefore it is better adapted to bring about a regeneration of the heart than any of the other fine arts. It is in childhood that our moral habits are formed, and it is a well-known fact that children are susceptible to the influence of music at a very early age.

Expert testimony proves that school children are beneficially affected by singing together. The brain becomes rested, the child is taught the beauty of co-operation, and thus learns the great moral lesson of sympathy, which Schopenhauer calls "The basis of all virtues."

If, then, music is in itself purifying and elevating, if it can displace and crowd out baser pleasures by giving innocent recreation and excitement to a people that must be amused, a people that must be busy for good or for evil, we cannot have too much of it. It cannot enter too largely into the system of common school education.

Music must, then, take rank as the highest of the arts—as the one which more than any other ministers to human welfare, and we cannot too much applaud the diffusion of that musical culture which is becoming one of the characteristics of our age.

—MABELLE ALICE LUDWIG, 1900.

HYMN FOR LAST CHAPEL.

Tune—"Jesus, Saviour, Pilot Me."

BLANCHE BURDIN SEARS.

Jesus, Saviour, hear our cry,
As to Thee we now draw nigh.
Prince of Peace, thy power extend,
With thy spirit of love descend,
From thy throne above the sky
Jesus, Saviour, hear our cry.

Soon we leave these halls behind,
Live for each but in the mind,
And when thought these scenes recall,
As the Past's dim shadows fall,
Make the memory tender, sweet,
Make the picture quite complete.

And when all Life's work is o'er,
When we meet to part no more,
When Life's school for us is done
And we've finished one by one,
Take within the gates of gold
Nineteen Hundred to Thy fold.

CLASS ODE—1900.

Words by **BLANCHE BURDIN SEARS.** Music by **CARL S. COFFIN.**

The lengthening June days by us steal,
 And Time that rules o'er all dominions
 On Nineteen Hundred sets its seal,
 Flies on with ever restless pinions.
 Departed, gone for aye the Past,
 The pleasant days too sweet to last.

Life's shining river lies before,
 Around a bend its course is gliding,
 Beyond that stretch of curving shore
 Who knows what rapids it is hiding?
 Along with ceaseless, restless flow
 Our lives adown the current go.

Forever classmates, one in name,
 In spite of sadness, separation,
 Tho' each goes out to strive for fame,
 To seek in life the noblest station,
 The broken links of Friendship's chain
 Will sometime be re-forged again.

CLASS ODE—1901.

Words by **ANNIE E. BAILEY.**

Music by **LINCOLN ROYS.**

I've stood upon the golden sands,
 And watched the ships go by;
 One white-sailed ship, and two and three,
 The next that comes will come for me,
 And bear me away on the surging sea,
 To a port unknown, untried.

And many are they who stand with me,
 And wait that ship to near;
 Weighed as 'tis with heavy freight
 Of joys and grief and cares and fate.
 But there's much, O, so much, to be done as we wait,
 Lest we see that ship with fear.

The best we can do is all we can do,
 And that we hope we've done,
 But whether or no, 'tis no time to cry:
 "O wasted day!" or "By-and-by."
 The days, the hours, the minutes fly;
 May each be a precious one.

As one by one these ships have passed,
 The strand has grown more dear.
 With joys we live o'er days gone by,
 With hope look toward the journey nigh,
 With pain we view the broken tie,
 The tie that binds us here.

We would not shun the weary way,
 In spite of toil and strife.
 For strength and courage the promise brings
 Of God, Creator of all things,
 From sparrow's brown plume to ship's white wings,
 The Pilot of our life.

 IVY ODE—1901.

Words by ANNIE E. BAILEY.

Music by LINCOLN ROYS.

Ivy, thou so small and frail,
 From this shoot there may unfold
 Such a strong, far-reaching vine,
 All may wonder to behold.
 Grow, ivy, grow,
 Speak the class of nineteen-one
 To the summer's blazing sun,
 To the winter's snow.

Frail art thou and weak are we,
 Neither one can rise alone.
 Emblem of humanity,
 In thine own strength naught but prone.
 Climb, ivy, climb.
 See, the wall has strength for thee.
 On the Rock of Ages we
 Mount to heights sublime.

Ivy, symbol of our class,
 Whate'er fortune may befall,
 Grope not on the ground below,
 Lift thy head toward the wall.
 Wave, ivy, wave,
 Faithful to thy mission be,
 Show to all who look on thee
 Thou and we are brave.

And though sometimes true success
 Most like dreaded failure seems,
 Yet we hope for us and thee
 The achievement of our dreams.
 Grow, ivy, grow,
 Speak the class of nineteen-one
 To the summer's blazing sun,
 To the winter's snow.

 FROM SUNRISE TO SUNSET.

CLASS-DAY ORATION.

IN the far distant, in days that have long gone by, an unseen hand gently rocked the cradle of the race. Patient eyes of great and tender love looked upon the infant sleeper and rejoiced in the possibilities of its wondrous development.

The day breaks! The shadows flee! The rising sun kisses the eastern hills and floods the waking valleys with his rosy light. Upward then he climbs along the azure arc; bright and ever brighter; past the zenith goes, and in his train the light, the day. There where his beams fall straightest, nature blooms the most.

So man stands first within the dawning east. Upon his waking soul the first gray streak of morn; anon the rosy beams and then the lengthened shadows of the night are lost in conscious day. Upward, sun of truth along the golden arc of time! The zenith past and yet no night comes on, for all the brightness of the years, the north, the south, the east, have passed into the west, and there in wondrous glory, mark the day that never dies.

And what thy duty, man? To sit forever on the eastern slope, where once the truth-light shone, but now is past? To dwell still there where 'neath Truth's slanting rays the chilly shades of darkness creep? Not so! Arise, turn thou thy face unto the west. Speed thou thy step to follow in her train, and there within the larger light of Truth, thy soul may fruitful be.

Years rolled on! Those long, dreary years. The child of race outgrew its swaddling band. The dark-skinned Aryan issued from the eastern valley; beneath a scalding sun he drove his caravan across the sandy plain. The Grecian sailor rowed his galley along the deep blue waters of the Mediterranean. The Roman and the Saxon met upon the shores of Brittany. The Spaniard sailed his ships into the setting sun and made the west the east.

Onward with the light of Truth! From the land of sunrise toward the land of sunset; from the land of barbarism toward the land of civilization; from the land of heathenism toward the land of Christianity; from the land of bondage toward the land of freedom.

"Westward the star of Empire takes its way;
The first four acts already past,
A fifth shall close the drama with the day,
Time's noblest offspring is the last."

Across that western path by land and sea, grave dangers lay. To fall a famished traveler in the burning sand; to sink beneath the breakers of an angry tide; to die of hunger on a lonely coast! Not such could daunt the heart that sought the broader world! To meet a frown from every man; to hear the cursing of the mob; to die the mysterious death! Not such can daunt the heart that brings the larger light of truth.

For each new life the star of truth appears. She shines unto the east and for the honest seeker leads the way. To follow her is his, through mist or storm, or cloud. Urged on, sustained, by purpose true the eye is fixed, the step is firm. O'er land and sea he brings his precious gifts of manhood there, to cast them down, to worship on the altar of his hope.

Reveal the truth! Not kings of earth but only God has mission so exalted. To pry into that strange twilight of the virtues, to separate zeal from impatience, temperance from severity, justice from cruelty, faith from superstition. To read in this broad universe the true relation of all things; how man should bear toward God and man and to the world at large.

That glorious mission of the scholar! To follow westward in the radiant light of truth. Seeking, learning, living her, yet not to aid the truth but men themselves. All men are seekers of the truth. Of her the universe is made. But, ah! how little do we know. We seek but find not, for we seek amiss. He never yet hath found the truth who found it not within his soul. The world is not the same to evil and to good. He who in the slumber of his soul hears not the love song of the truth, to him, her joyous symphonies are dead.

The scholar's true ideal! To lay up first within his soul the potential energy of truth. But this is only half the mission of his life. He must not strangle there the truth that lives within. From dizzy heights the parent raven bears the food unto the nest of helpless young. And so the scholar must from off the misty pinnacles of truth, bear down the bread of life unto the hungry world.

So oft the printed truth, dressed in its too unseemly garb, falls chilling cold upon the hearts of men. 'Tis here the soul must play a double part. Here character must do her noble work. Truth translated, spoken, lived, in warmth and beauty of a human life. 'Tis then the world looks on to learn and love and grow.

To paint beautifully, said Ruskin, you must put on canvas that you really love with all your soul. It is even so in life's picture that we paint. "Here I stand, I cannot do otherwise, God help me," cried out Luther, not that he might be the father of the Reformation, but that he might stand undaunted for the truth he loved. "If ever a chance I get to hit that cursed traffic, I will hit it hard," said Lincoln, not that he might be the great Emancipator, but that he might protect the state of freedom that he loved. A dark and misty night. One lone man within the dis-

mal street, and now to him an opening door reveals his own lost comforts of a home, then back into his lonely garret he goes, and not for fame, but prompted by his own love, Payne wrote the immortal words, "Home, home, sweet home."

'Twill not avail to hold the truth with manner cold and distant, to proffer it to some inquiring one and say, take this, 'tis worthy of a nobler man than you. He will not, cannot take it thus. But when within your heart the spirit of the truth wells up, when longing soul looks out through moistened eyes, when clear and sweet the message comes, unconsciously, to him, the truth slips past the fortress of his soul, within the citadel of life.

To him who lives and journeys in the radiant light of truth, there is no darkening west. The sun of truth goes never down. But when at length the day of life is o'er, when aged traveler to his last hill-top has climbed, and laid him down to rest on mosses soft and green, his beaming eye still held unto the west, new glories such as never lit the east he sees. In closest harmony there spread each tint of all truth's gorgeous ray, and as the traveler looks, his raptured soul goes out to larger light, beyond the vale.

But e'er it goes, as setting sun throws back its parting glory, to enfold in flame the mountain cabin of the east, so passing soul sends back its sunset glow, and youthful painter tracing close the copy that is set, is carried on to nobler heights than one had dared to think.

"Ah! toiler with the hoe, if like thy mate,
And countryman at chime of Angelus,
Thy heart lifts up from labor field its praise,
Thou art true poet, peasant tho' thy garb, uncouth thy contour,
For thy conscious soul translates
The hymn of Nature for thy God."

—W. A. ROBBINS, 1900.

THE VISION OF THE IVY.

To all, who thoughtfully observe
The forms of Nature e'er so fair,
A leaf, a flower or vine can teach
Some truth anew, some lesson rare.

'Twas in a dream it came to me,
That scene so wonderful and bright,
All bathed in glowing brilliancy
So dazzling in the morning light.

THE BATES STUDENT.

And when from out the dim, weird past
The scene to mind I now recall
As fair a picture does it seem
As ever hung on Memory's wall.

'Twas in a vale secluded, rich,
All girt around with mountains high,
Whose snow-clad caps in silver mist
Uprose to touch the clear blue sky.

'Tis here appears, with crumbling walls,
The ruins of a mansion old,
From out whose deepest gloom are heard
Faint whisperings of past deeds untold.

On shattered casements, broken pillars,
Behold the bright green ivy vine,
As creeping, climbing everywhere,
It over all doth seek to twine.

It wreathes the walls with wild festoons,
It mounts to turrets high, and there
By summer breezes softly tossed
It waves so gently in the air.

A garden 'round the ruins grows
With flowers filled of ev'ry hue,
So fragrant with the lilies pure
And violets of darkest blue.

And in that garden perfume sweet
The birds were warbling merry lays,
Oh, they were free from care and pain,
The purest joy filled all their days.

In peaceful rest of sunny vale
In harmony all Nature plays,
Attuned to show the love of God,
Sweet melodies of joy and praise.

To mar such beauty is there aught?
Can there be sorrow in this place?
Amid the sunshine and the flowers
What form is that of airy grace?

Among the lilies, stately, tall,
A maiden stands, as fair as they,
Who surely ought, with equal joy,
To harmonize with this bright day.

But closer let us look, her face
Is fair, but yet so sad withal,
As if the deepest grief, by cruel Fate
On her had chanced to fall.

Why o'er her face alone such gloom,
Such pensive sadness now is spread,
As when the sun's bright glory is dimmed
By storm-cloud bringing fear and dread?

But see, with steps advancing slow
She nearer toward the ivy goes,
And in deep solitude pours forth
Her sorrows all and all her woes.

Oppressed by life's great sufferings, sins,
The vanities it seeks to gain,
My heart is weary, weak, now seem
All efforts and all struggles vain.

O ivy, thou so strong and brave,
What joy there'd be if all in life
Like thee, could be as free, untouched
By bitter grief and weary strife!

What profit all of man's endeavors
To seek the highest to attain,
When disappointment comes and sadness,
When pleasures end so oft in pain?

The veil of silence lifted soon,
An answer comes to thoughts so drear.
The ivy speaks, or seems to speak,
And gives to her its message clear.

To all things here on earth
Of high or lowly worth,
God gives some work to do,
To do it, faithful, true.

From earth so dark and drear,
From small beginning mere,
It is that I so weak
My way must upward seek.

The sunshine bright I see,
How fair it seems to me,
And so I strive each day
In haste to climb my way.

But oh, it seems so far,
So frail my tendrils are,
That I at times am fain
To suffer not the pain.

Do I wish to be found
Here on the dark, cold ground?
Ah no, to reach the sky
I must try, ever try.

THE BATES STUDENT.

Far better 'tis, though slow,
To reach, to climb, to go
Unceasingly upon
My way, however long.

No struggles, do you say,
I have as day by day
The wall so rough I grasp
And weave, and twine, and clasp?

But struggles there must be
To gain that which we see
So high above us placed
And with such charm is graced.

And so I toil, endure,
Since this, I see, is sure,
That with each effort made
My labor is repaid.

At last—I reach the height
All bathed in sunshine bright,
And see 'twas not in vain
I met with struggles, pain.

Each obstacle o'erthrown
Becomes a stepping-stone
By which to rise, to climb
And gain the heights sublime.

In peace, O maiden, now
Return, resolved that thou
Thy life-work well wilt do
Though tasks be many, few.

Though cares will on thee seize
Stay not in useless ease,
Though noble deeds have small
Beginnings, after all

Their growth is firm and sure,
So toil and well endure.
Hope ever, never fear,
While thou on earth art here.

A firm path ever keep,
Climb higher up life's steep,
In God's abiding love
Thou wilt reach Heav'n above.

The veil of silence fallen now,
Transfigured is the self-same scene,
All Nature's hushed in perfect peace
In perfect harmony, serene.

Now vanished from the maiden's face
The gloom, the sadness, all the grief,
So strengthened by the vision clear,
Her heart no longer seeks relief.

In idle quiet, eagerly
In peace with God, she goes away
Back to the world, o'er which
To win a victory each day.

—BERTHA M. BRETT, 1901.

ARNOLD OF RUGBY.

VALEDICTORY.

THE title page of what, according to more than one critic, is one of the best biographies ever written, bears a name that in the early years of this century was widely recognized in many connections.

Thomas Arnold, the man of deep, rich life; the scholar, to whom Aristotle and Herodotus were dear as familiar friends; the ardent champion of every good cause in a period of upheaval and reconstruction.

But it is a name that of late years is known everywhere by one single association, Arnold of Rugby, the forerunner of a broader, nobler education.

No narrow, pedantic schoolmaster was its bearer. Arnold was the great teacher in his school, because he was the broad-minded man in the world. His wide reaching, intense sympathies constrained him to vigorous action in many different crises. The seething decade which includes the great Reform Year of 1832 abounded in large things for one of interests so catholic and convictions so determined.

The Oxford movement, the Chartist uprisings, the condition of the English poor, the policy of the new unsectarian London University—such elements went to the making of current history, and such questions claimed his attention and won an unstinted share of his strength.

In this busy time his private pursuits were not neglected. A splendid, thorough edition of Thucydides, and the nobly planned Roman History, unfinished when death came, are only a part of their fruits.

History was an instinctive passion with this life-long student; and the appointment as Regius Professor of Modern History at Oxford was a fitting recognition of his ability and of his profound learning. It came in the very last year of his life, in a space of

undisturbed serenity that followed upon the bitter public controversies and private estrangements which were the price of Thomas Arnold's unswerving loyalty to his sense of right, in the days of question and confusion.

But the real memorial of this life is not Regius lectures, nor timely pamphlets nor learned volumes, but the lives and influence of men.

When in 1828 at the age of thirty-three, plain Thomas Arnold became Doctor Arnold of Rugby, then commenced the fourteen years of his brief life work, to which all this contemporaneous labor was incidental, and toward which his whole life hitherto had tended. For the nine years of private tutoring in his first home at Laleham may be reckoned with the future teacher's student life at Oxford, as a period of ingathering and preparation. With his half-dozen Laleham pupils, the tutor's attention was riveted on the best in and the best for each one, and there was rooted the interest in individual men which became his principle in the theological and political controversies of a later day, and through which he made Rugby what it became.

His ambition for the school was that it should be, not large, nor famous, but, in his own words, "a school of Christian gentlemen." Rugby was to him a world in little, little in all but the struggle against evil; where public responsibility and private manliness must be taught, and learned as thoroughly as Latin grammar.

Such a theory was novel in 1828. It needed more than a theorist to carry it into healthy practice. How and why the new Head succeeded in his undertaking may be guessed from the testimony of his old pupils, that education to them means, not Rugby, but Arnold.

It is not easy briefly to analyze this fact, the center of a life, simple as are its prime factors. It is easy to discern the earnest nature, easy to perceive the wide interests which enriched the connection for all who knew Dr. Arnold. It is difficult to comprehend at once the numberless practical ends wherein this earnestness and this breadth had their effect. The introduction of history into the course; the encouragement of scientific interests; the reform of the school government; the new relation of Head and boys as chaplain and congregation,—in all these natural outgrowths of the new master's administration may be traced these characteristics of his. Each was a strategic point in the development of a "school of Christian gentlemen." Only the

upper form came under the Doctor's direct instruction, but the entire community felt his care and his personality.

That personality is the real study. In the unequalled phrase of his biographer, Dean Stanley, "A collected mind and repose of spirit enabled him to live heartily, making toil a real pleasure, relaxation a real refreshment." There were lacking the irresistible humor, and the ability for self-utterance, that in the letters of Canon Kingsley, a man like and yet unlike his older fellow-countryman, betray the writer's lovable nature, for Doctor Arnold was cast in a graver mold, and his deepest heart was more likely to find expression in deeds than in ink.

And so the record of this earnest man's personal life is a wealth of pleasant detail, as of one who was burdened with no overwhelming responsibilities. There are beautiful glimpses of his relations with his boys in sickness, or in the holiday visits at Fox How which his cordial oversight provided; scraps of pleasant, faithful correspondence when they had gone up to the university; stories of visits treasured by the cottagers about his Lake Country home; letters that are memorials of friendships such as men name ideal; and revelations of a very beautiful home-life.

Forty-seven years is not a long life-time, and yet, so rich, so ripe a maturity, so vast the labor, so powerful an influence on men's lives, so great an uplift to the ideals of education. What was the secret?

Especially on the sub-masters and pupils at Rugby, and alike on his family and his life-long friends it was impressed that in each day's thought and work, along whatever line it tended, a solemn sense of the tremendous reality of life was active. And this is the principle for their task which Arnold of Rugby, high in the first rank of those who are appointed to teach, holds up to those who follow his noble calling:

—MABEL E. MARR, 1900.



"THE BLUE ABOVE AND THE BLUE BELOW."

Far up in the northern part of New York State in a portion of our fair country once the home of the noble red man, can still be found an ideal combination of sky, water, land, and now, in addition, of society. In the summer days Nature seems to have poured out her gifts in more than ordinary profusion, perhaps because east winds and frozen snows hold the land in bondage nine months out of twelve. Whatever the season may be, it is a fact that there the greens, blues and browns of the landscape blend perfectly, the very birds seem to sing more blithely, and even the tired fisherman lifts his voice in song at the end of a weary day, out of pure joy for living in such a favored spot.

It was in this place that I spent my first night with "The blue above and the blue below." The "blue above" was the self-same blue that watches over each and every one throughout the length and breadth of the land—the eternal Heavens. The "blue below" was the mighty waters of the St. Lawrence River.

I was rocked in the cabin of a yacht for a cradle, with a bunch of sweet clover for a pillow, while an orchestra of crickets, and of all birds that do invest the air, with the gentle accompaniment of tinkling bells in the distance, furnished the lullaby.

The evening was one of unsurpassed beauty. Night cast her mantle o'er the earth so gently one was scarcely conscious when the day faded, and the stars "silently, one by one" studded the heavens with jewels, as it were. The surrounding hills and valleys lay wrapped in the moonlight, and mankind lay enraptured with the peacefulness of it all. So nigh is God to man at such times that every ripple of the waters, every rustle of the trees, seems to bring a message direct from their Maker. Such nights were not meant for slumber; they make the pulse throb with the

joy of living and the heart beat with suppressed emotions, until in the very sense of inferiority the cry comes, "Would that my tongue could utter the thoughts that arise in me."

It seemed to me a most fitting close to such a day when the minister stood on deck, with head uncovered, the moonbeams lying all about, and poured out from an overflowing heart a prayer of thankfulness to the Creator of all that beauty. Then came the response, "Jesus, Saviour, pilot me," and each member of the party repeated a favorite verse or bit of poetry.

The dawn was as beautiful and more impressive than the fading of light had been, for there was the sense of a day made new for mortals, and my mind turned to the countless numbers in the cities who, worn out with the heat and strife of work, had no mind to see in the freshness of that morning the golden opportunities.

Then we turned shoreward, richer by a new experience, silenced with the revelation of God in Nature, and with a deeper sympathy with the Psalmist who said, "The Heavens declare the glory of God and the firmament showeth His handiwork. Day unto day uttereth speech, and night unto night showeth knowledge."

L. FLORENCE KIMBALL, 1902.

GRANDMOTHER.

On the top of a hill, many miles from the city, stands a little old-fashioned white house, shielded by the protecting wing of a big barn, but unsheltered by trees from summer heat or wintry winds; directly opposite is the country church-yard;—surely not an attractive picture to the ordinary observer, yet, to us, it is the most beautiful place in the world, for here grandma lives. With what joyful anticipations we prepare for our yearly visit to this old homestead! Throughout the long drive from the city we are wondering what grandma will say. Won't she be surprised and pleased!

As we leave the main road and enter the long, uneven driveway, marked with its two parallel lines of green grass and flanked by irregular clumps of lilac bushes, we anxiously strain our eyes for the first glimpse of the wrinkled face. We have reached the house at last and there she is, standing at the door. The dear old eyes have spied us far down the road, and a beaming smile of welcome lightens the expressive face. What a beautiful picture she is to us! the smoothly parted, thin, gray hair;

the smiling blue eyes; the sweet mouth; the face covered with deep wrinkles, lines traced there by care and sorrow; the calico dress with the handkerchief folded neatly about the neck; the slightly stooping shoulders, bent by years of hard work. Surely she is surprised enough to satisfy even us and oh, so glad to see us! The dear arms are about our neck and she fairly smothers us with kisses as she tells us how much we have grown.

We have come for a week, and grandma is in her element. Nothing is too good for us. Perchance grandpa may object to having his cucumber vines trodden under foot, but grandma objects to nothing. She is always the first one up in the morning, and while we are sleeping snugly in the little old-fashioned room, one may spy her far out in the field picking berries for our breakfast. Busy grandma, with her spinning and weaving,—never idle a moment, for the knitting and patchwork are never done. How plainly I can see her sitting in the hard, straight-backed chair,—she never would take an easy one—deftly shaping the mittens or stocking destined to keep some little grandchild warm. And oh, the stories she tells when thus employed! All true, things connected with her own home way back on Sandy river. With a far-away look in her dim blue eyes she tells us of the friends long since gone. She is living over her past, as it were; a wistful expression comes into her face as she becomes absorbed in her story. Doubtless she is thinking of the time not far distant when she will see them all again. Happy as she is, is it not possible that she sometimes longs to be with them? What wonderful experiences grandma did have, what funny people she knew, and what good times she used to have! Surely we never shall have anything half so interesting to tell. Grandma's memory is remarkable, she can not only recall events, but can repeat quantities of poetry which she learned when a girl.

Loved by all, dear old grandmother has long since gone to her last resting-place, her busy hands are folded on her breast, her dim eyes are closed forever. She has left with us fond memories of a busy, happy life of self-negation.

They tell us that the ideal grandmothers will soon be of the past, that club life and the dictates of fashions and customs are not molding the character for a peaceful, unselfish old age; but let us hope that love, truth, and contentment may not be entirely absorbed even in these busy days, and that there may always be sweet old ladies and tender, loving grandmothers.

—E. L. F., 1900.

Alumni Round-Table.

PERSONAL.

'73.—President James H. Baker, of Colorado University, has recently raised in Denver nearly \$100,000 for that institution.

'75.—Prof. James R. Brackett of Colorado University will be in Lewiston during commencement exercises of this year, and will spend some time visiting friends in the east.

'75.—Dr. L. M. Palmer will deliver the oration before the alumni on June 27th of commencement week.

'75.—Rev. A. T. Salley delivered the baccalaureate sermon before the graduating class at New Hampton, N. H.

'76.—E. C. Adams, principal of the High School of Newton, Mass., has 730 pupils and nearly 30 teachers in his care of instruction.

'76.—Rev. F. E. Emrich is in attendance at commencement to witness the graduation of his son.

'77.—N. P. Noble of Phillips, Me., is the Republican candidate for senator from Franklin County.

'77.—Hon. F. F. Phillips of Somerville, Mass., is in attendance at commencement exercises.

'77.—J. W. Smith of St. Paul, Minn., has recently been called to Lewiston by the sudden death of both his parents.

'79.—F. N. Kincaid is a druggist in Lisbon, N. H.

'80.—Rev. F. L. Hayes, of Colorado, and his family are visiting the home of his father, Professor Hayes.

'81.—W. C. Hobbs is Superintendent of Schools at Whitman, Mass.

'82.—Rev. C. E. Mason of Mountain Home, Idaho, is engaged in home mission work in that state.

'82.—William F. Cowell, cashier of a bank at Clyde, Kansas, died recently.

'84.—Miss H. M. Brackett, after three years of study in France, Germany and Italy, is visiting her sister in East Corinth, Me.

'84.—Miss Ella L. Knowles has won considerable attention of late by her management of mining interests in Butte, Mont.

'85.—R. E. Attwood, cashier of the Lewiston Safe Deposit & Trust Company, has been recently married.

'87.—Rev. Israel Jordan is poet of alumni exercises to be held on Wednesday evening of commencement week.

'87.—Mary N. Chase is a teacher in the academy at Andover, N. H.

'88.—H. J. Cross is practicing law at Foxcroft, Me.

'88.—C. W. Cutts, principal of Bluehill Academy, is attending commencement with Mrs. Cutts.

'88.—C. L. Wallace, who has been principal of the High School at Lisbon, N. H., is a member of the board of examiners for the educational department of the State of New Hampshire.

'90.—H. J. Piper was graduated from Cobb Divinity School at its anniversary last month.

'92.—William B. Skelton is Republican candidate for county attorney for Androscoggin County.

'93.—G. M. Chase, who is pursuing graduate studies in the classical department at Yale University, has been elected instructor in Greek in that institution.

'94.—Miss K. A. Leslie of New York City is spending her summer vacation at her former home in Gray.

'94.—Rev. A. J. Marsh is one of the speakers at the Christian Endeavor Convention of Free Baptist young people, to be held in Lewiston the week beginning July 6th.

'94.—Rev. W. W. Harris is pastor of the Free Baptist Church at Gilmanton, N. H.

'94.—Principal and Mrs. S. I. Graves of Springfield, Mass., sail June 30, for a two months' trip abroad.

'95.—W. S. C. Russell, principal of the High School, Bennington, Vt., has a text-book in chemistry nearly ready for the press.

'95.—Miss Sarah L. Staples is an assistant in the Norway High School.

'96.—H. R. Eaton has been elected principal of the South Paris High School.

'96.—Fred W. Hilton has been elected a teacher in the High School at Attleboro, Mass.

'96.—Rev. A. B. Howard is one of the speakers at the C. E. Convention to be held in Lewiston soon.

'97.—C. M. Barrell is a student in the Theological School at Richmond, Va.

'97.—J. A. Marr has been admitted to practice in the courts of Connecticut. He graduates from Yale University Law School this year.

'98.—Fred U. Landman has been elected principal of Maine Central Institute.

'98.—R. H. Tukey has just received his degree of A.B. from Harvard University.

'99.—C. S. Calhoun spends his summer vacation in preaching in the Congregational Church of North Belfast, Me.

Around the Editors' Table.

ANOTHER term is ended, another college year is past, and we stand ready to take one more step in our onward course. To most of us it means a step from class to class, and opportunity is given to consider and profit by the mistakes and failures of the past before leaving these college halls. To one class, however, it means a step from preparation to action, from theory to reality. For four years they have labored here training their minds for greater service to the world and enjoyment to themselves. And having undergone all the various experiences of college life they are now ready to enter upon life's work. They are a class we shall miss. Their influence has been felt in every worthy cause to which their earnest support has been given. They have brought honor to themselves and to the college by faithful work and success in the numerous contests in which they have taken part. And as they part from the college and each other, they bear the best wishes of those they leave behind. May their efforts in the future be as successful as those of the past, and their *Alma Mater* honored by their deeds.

THE action of the Bates Athletic Association in withdrawing from the Maine College Base-Ball League perhaps needs some explanation to the friends of the college. We give a statement of the facts of the case and the ground for the action of the association, leaving it with all fair and unbiased minds to approve that action.

A meeting of the managers of the base-ball league was held at Brunswick June 2d to consider the protest entered by Colby with reference to the Colby-Bates game of May 15th. The reasons given for the protest were two decisions of Umpire Slattery.

On the first pitched ball by Saunders, who took the box in the second inning, the umpire ruled his delivery illegal on the ground that the national rules allow a pitcher only one step while in the act of delivering a ball. Saunders claimed that he did not take two steps in the sense of the rules. He admitted that he had pitched games under national league umpires and had been questioned before. After some discussion the game proceeded, Saunders complying with the umpire's decision.

Coach Emery has conversed with several national league umpires, among whom was Mr. Murphy, who Saunders claimed

allowed him the two step delivery, and every one agreed that it was illegal.

The second reason for Colby's protest was a line fly driven to left field, which the umpire called a pick-up. The crowd was divided in opinion. Captain Newenham claimed the ball was caught and took his team from the field. The game was forfeited to Bates, 9—0.

A letter of Coach Emery and the reply from the president of the National League well explains the points in question, and shows that Colby's protest was decidedly illegal.

LEWISTON, June 2, 1900.

N. E. YOUNG, ESQ., *President National League B. B. Clubs, Washington, D. C.:*

Dear Sir: I write you requesting your decision on the following points arising in a game between nines representing Bates and Colby Colleges, at Lewiston, Maine, May 15, 1900. Description of points as follows:

First:—In the second inning of the game, on the first pitched ball delivered to the bat by Pitcher Saunders of Colby, Umpire Slattery ruled his delivery illegal. After some demur on the part of Colby's Captain, the game proceeded, the Colby Captain not giving notice that he proceeded with the game under protest or reserving the right to protest.

Secondly:—The game proceeded for 5½ innings, being umpired fairly and impartially and no dispute arising. In the last half of the sixth (6) inning with 2 men out, Bates had 3 men on bases. Smith at bat for Bates, drove a low liner to left field. Colby's left fielder, also their captain, came in for the ball on the run, and *dove* for it (Umpire Slattery ran out toward left field from his position behind the pitcher, to better see the catch). The left fielder came up with the ball in his hands, fielding it cleanly, that is, without a fumble, but the umpire decided the ball was taken on the pickup and refused to allow the out. Thereupon the left fielder, also the Captain, started to "kick," stating he caught the ball "on the fly" before it touched the ground. Meanwhile, there having been two out, the Bates men were all running. Seeing a Bates player running from 2d to 3d, the Colby captain stopped his kicking and threw the ball to third to catch the runner. The ball was thrown wildly, rolled down the field, and the two men still on bases ran in, scoring (the man on third previously scoring when the ball was hit), and the man who hit the ball continued around to third. Then, after making this error, the Colby captain continued to "kick," claiming he caught the ball "on the fly" and, the *umpire refusing to change his decision*, took his team from the field. The umpire thereupon awarded the game to Bates 9 to 0. Colby has since protested the

game, both on the ruling as to delivery, and on the umpire's decision as to the catch.

I ask:—*First*,—under the circumstances as stated above, have they any grounds to protest the game on? *Second*:—Should their protest be allowed?

Respectfully yours,

E. W. EMERY.

The umpire's decision is final. It is simply the exercise of his best judgment, and whether right or wrong, there can be no appeal.

N. E. YOUNG.

A majority of the managers, however, voted that the game must be played again. Our manager reported the decision to the association, and a meeting was called Monday, June 4th. The matter was discussed and the decision was condemned as unjust and contrary to all rules of base-ball. Two delegates were appointed to accompany the manager to the meeting of the managers and representatives of the other colleges, with the instructions to withdraw from the league only after every effort had been put forth to reconsider and modify the decision. This action was sanctioned by the Athletic Committee of the college. The meeting convened at Waterville, June 5th. After some discussion as to the finality of a manager's authority, the majority of the managers voted not to grant a reconsideration. The delegates in compliance with their instructions severed further connection with the league.

AS our college course nears its close we realize more forcibly than ever before how important are the four years spent within college walls. We even feel wise enough, many of us, to dictate to, advise and warn those who are but just beginning the course. We would wish that others might learn from our mistakes and succeed where we have failed. In the first place we believe that one should enter with some definite plan as to what his work shall be; whether one of study exclusively; or a combination of study and organization work; or organization work exclusively (and many seem to have chosen this latter course). From our own experience we believe that the college curriculum should be published in the catalogue *correctly* and mailed to each entering student before the opening of the Fall term. The prospective student should then go over thoroughly the list of studies presented and mark out those which he desires to and can take. Herein, to great extent, lies the success or the

failure of the college course. So much for the preparation. After the entrance into college great care should be taken to form the right kind of habits. These four years of study come at a period of life when all our thought is changed. We look upon fundamental truths from a changed point of view. The habits formed during the college course, whether they be good or bad, are not easily broken in after life. A habit easily formed but hard to break is the neglect of duty for pleasure; the neglect of lessons and required work for outside interests. When it is too late we regret the time squandered away which ought to have been spent in library or study-room. One must choose and judge for himself just how much time he can afford to give to organization work. Our duty lies there as well as in the classroom. The literary societies, the Christian Associations above all others demand our support; and we should give all that we feel we ought. But do not let us think that the whole work of any organization to which we may belong, depends upon us alone. I do not doubt that every one of our college organizations to-day would be better off if the few had done less, and the many had then been obliged to do more.

DURING the last two weeks, when so many college students have been burning the midnight oil preparing for examinations, doubtless not a few of them have wondered if the glorious time will ever come when this plague of the student's life will be abolished. Now without jesting we believe the present examination system is a waste of time and energy, for both students and Faculty. The last week in every term is spent in taking tests which are of no value whatever to the student, for they surely add nothing to the knowledge acquired during the term. They merely prove to the professors that the student has covered certain ground. The only argument in favor of our present examination system is that it compels the delinquent student to do a certain amount of work and thus keep up the standard of scholarship, but in reality it comes far short of accomplishing its purpose. That a student can pass a test does not necessarily prove that he has done faithful work during the term; in fact, we frequently see students who neglect their work all through the term and then prepare for examinations the last week by "cramming." Now every one will admit that this kind of study is of no real value whatever, and yet as long as the student knows that he can pass a test in this way and that nothing more is required he will always be tempted

to do his work in this way. Of course this does not apply to all students, but we are speaking now of the average college student. Now, how can we keep up the standard of scholarship without examinations? One method that seems quite practicable is to require only those students to take examinations whose daily work has fallen below a certain standard, say ninety per cent. It is easy to see that with this system every student would do faithful work from day to day to avoid examinations if for no other purpose. This system would not only make the student's work of more value to him, but it would save one week in every term or a whole term in the four years for advance work. Since in that time the student could take a full year's course in at least one subject, this time is surely too valuable to be spent in taking tests. We hope that in the near future some such system as has been suggested may be adopted in our college, for we believe it would raise the standard of scholarship and also enable the student to derive more benefit from his college course than is now possible.

THIS is my first library book," a Freshman remarked recently. How often library opportunities are neglected until the Sophomore year, and then looked upon in the light of a task, perhaps. Upper classmen realize that the better part of their education is given by the library, inasmuch as it furnishes a broad and practical as well as intellectual training. It is not right, then, that one or two years of the four should be spent without this aid. Beyond the daily routine of text-book lessons, there is the pleasanter work of outside reading on topics connected with class-room instruction. A little reading every day, and there is time only for a little generally, means so much at the end of a year or the whole course. And then it is helpful just to breathe the atmosphere of a library, to be in the company of books, to be familiar with their outside appearance, if no more. But vastly more beneficial is it to open the books, to become familiar with their contents, to delight in their perusal. An incentive to more extended library work by Bates students will be found in the new building which has been planned to facilitate and make a pleasure all investigation and study. Bates students, earnest in their desire for a well-rounded college education, must surely appreciate the opportunities which the new library home will give them.

Local Department.

COMMENCEMENT WEEK.

Sunday, June 24th, at 10.30 A.M., President Chase delivered the baccalaureate sermon before the graduating class. In the evening Rev. C. E. Cate, D.D., Providence, R. I., gave a very helpful address before the Christian Associations.

CHAMPION DEBATE.

Monday, June 25th, at 2.30 P.M. occurred the annual Sophomore Debate. The question and speakers were as follows:

Resolved, That the Glasgow system of municipal ownership should be adopted by American cities of one hundred thousand inhabitants or more."

AFFIRMATIVE.

Hunnewell,
Miss Gosline,
Miss Babcock,
Miss Knowlton.

* Excused.

NEGATIVE.

Miss Lunt,
Darling,
Daicey,
*Brown.

JUNIOR EXHIBITION.

The Junior Exhibition was held in the evening at 7.45. The following is the programme:

MUSIC.

PRAYER.

MUSIC.

The Scholar in Politics.
Optimism.
Ruskin's View of Religion.
The Truth Shall Make You Free.

Caroline E. Libby.
Harry L. Moore.
Bertha M. Brett.
Elwyn K. Jordan.

MUSIC.

King Arthur in Literature.
The Age and Opportunities.
Two Jews in Literature.
The Spirit of Service.
Individuality and Personality.
Essentials of Greatness.

Mittie A. Dow.
Leo C. Demack.
Ethel B. Vickery.
Joseph E. Wilson.
Josephine B. Neal.
Willard K. Bachelder.

MUSIC.

Poetry of Doubt.
Japan, Her Past and Present.
Scenes from Life of Abraham Lincoln.

Lucy J. Small.
Walter B. Pierce.
Bertha L. Irving.

MUSIC.

CLASS DAY.

Tuesday, June 26, was Class Day. The order of exercises follows:

	MUSIC.	
	PRAYER.	
	MUSIC.	
Oration.		William Alvin Robbins.
History.		Frank Percy Ayer.
	MUSIC.	
Address to Undergraduates.		Leroy Gilbert Staples.
Poem.		Mabel Emery Marr.
Address to Halls and Campus.		Fred Harold Stinchfield.
	MUSIC.	
Prophecy.		Bertha Ophelia True.
Parting Address.		Harriet Davis Proctor.
	MUSIC.	
	PIPE OF PEACE.	
	ODE.	

COMMENCEMENT DAY—Order of Exercises.

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|--|---------|
| | MUSIC. |
| | PRAYER. |
| | MUSIC. |
1. Salutatory—The Mission of Music.
Mabelle Alice Ludwig, Camden.
 2. The Economics of the Liquor Traffic.
*Carl Sargent Coffin, Thorndike.
(Physics—Second Honor.)
 3. Bismarck in History.
Leroy Gilbert Staples, North Berwick.
(Rhetoric and English Literature—Second Honor.)
 4. Woman's Work in American Literature.
*Clara Maria Trask, Peabody, Mass.
(General Scholarship.)
 5. Browning's Message.
Blanche Burdin Sears, Lewiston.
(History and Economics—Second Honor.)
 6. Self-Reliance.
*Welbee Butterfield, Dover, N. H.
(Psychology—Second Honor.)
 7. Wendell Phillips. *Jane Eliza Avery, Lewiston.
(Modern Languages—Second Honor.)
 8. Why Study Fiction?
Louis Gilman Glidden, Liberty.
(General Scholarship.)
- | | |
|--|--------|
| | MUSIC. |
|--|--------|
9. Determinism in Literature.
Bertha Ophelia True, New Gloucester.
(General Scholarship.)
 10. A Certain Blindness.
*Dennett Leroy Richardson, Oldtown.
(Chemistry—Second Honor.)

11. America's Contribution to Civilization.
Howard G. Wagg, South Lewiston.
(Physics—First Honor.)
12. The American Burns.
*Mary Belle Ford, Kingston, Mass.
(Mathematics—First Honor.)
13. The Classics in Education.
*Fred Harold Stinchfield, Danforth.
(General Scholarship.)
14. The Social Ideals of Christ.
Maude Frost Mitchell, Littleton Common, Mass.
(Rhetoric and English Literature—First Honor.)
15. Have Prose Writers or Poets Done More in Shaping our
Thoughts? *Rena Agnes Dresser, Lewiston.
(Ancient Languages—Second Honor.)
16. True Patriotism. Frank Percy Ayer, Cornish.
(Chemistry—First Honor.)

MUSIC.

17. * The Optimism of Evolution.
Grace Adrianna Tarbox, Lewiston.
(Modern Languages—First Honor.)
18. Problems of the Twentieth Century.
*Allison Graham Catheron, Manchester, Mass.
(History and Economics—First Honor.)
19. The Institutional Church.
*Grace Summerbell, Eddytown, N. Y.
(General Scholarship.)
20. Poetry and Higher Criticism.
W. Robert Reud, St. John, N. B.
(Psychology—First Honor.)
21. Education of the Masses.
*Harriet Davis Proctor, Northborough, Mass.
(Mathematics—First Honor.)
22. The Legacy of Slavery.
*Richard Stanley Merrill Emrich, South Framingham, Mass.
(Ancient Languages—First Honor.)
23. Valedictory—Arnold of Rugby.
Mabel Emery Marr, Yarmouth.

MUSIC.

CONFERRING OF DEGREES.

BENEDICTION.

*Excused.

COMMENCEMENT CONCERT.

One of the best concerts ever held in the city took place in Music Hall, Tuesday evening, June 26th. Following is the program:

- | | |
|--------------------------|-----------------|
| 1. Overture. | Orchestra. |
| 2. Onward March.—Geibel. | Apollo Quartet. |

- | | |
|----------------------------------|-----------------|
| 3. "David Garrick," Act. I. | Leland Powers. |
| 4. a. Peter Piper.—Warren. | |
| b. Doan yer cry, ma honey.—Noll. | |
| c. Old Cabin Home.—Arr. Kendall. | Apollo Quartet. |
| 5. "David Garrick," Act. II. | |
| 6. "Male Patti." | Mr. Paine. |
| 7. "David Garrick," Act III. | |
| 8. Bandolero.—Stuart. | Mr. Kendall. |
| 9. Annie Laurie. | Apollo Quartet. |
| 10. Selection. | Orchestra. |

IVY DAY.

Tuesday, June 19th, was observed by the Juniors as Ivy Day. Owing to the sudden illness of the orator, Mr. Rand, he was unable to deliver his part, Mr. Wilson taking his place. After the exercises in the chapel the ivy was planted on the eastern side of Hathorn Hall. Following is the program:

	MUSIC.
	PRAYER.
	MUSIC.
Oration.	Joseph Edward Wilson.
Selection.	Orchestra.
Poem.	Bertha Mabelle Brett.
Presentation.	Walter Blake Pierce.
Selection.	Orchestra.
Toasts—Toastmaster: Elwyn Knowlton Jordan.	
Man of the World.	Herman Harry Stuart.
Referee.	Ethel Belle Vickery.
Youngest Sister.	Annette May Goddard.
Athlete.	Jesse Sumner Bragg.
Emblem.	Gertrude Brown Libbey.

CLASS ODE.
PLANTING OF IVY.

Y. M. C. A. NOTES.

The delegates chosen for the Northfield Student Conference are: From 1901, E. S. Stevens, J. S. Bragg, J. E. Wilson; from 1902, B. C. Merry; from 1903, A. K. Baldwin and G. E. Stebbins.

On Saturday morning, June 16, a game of base-ball was played between members of the Senior Class and the Sophomores and Freshmen, resulting in a victory for the Seniors, the score being 15—14. An admission of ten cents was charged to the game, the proceeds going toward the Northfield fund.

Y. W. C. A. NOTES.

On Saturday, May 26th, Miss Holbrook, B. U. '99, visited our association. From her experience, as president of the B. U. Association in her Senior year, Miss Holbrook gave many suggestive and valuable ideas to the members of our different committees who had the advantage of a personal interview with her.

A strawberry festival at the Main Street Church on Thursday evening, June 7th, was the result of an honest effort of the Northfield committee. The program included a bell chorus, recitations by Miss Merryman, 1903, and Miss Prince, 1903, solo by Miss Pettingill, 1902, selection by double quartet. A pleasant social followed, with strawberries and cake. Professor Robinson added to the success, both socially and financially, by auctioneering off the extra cake. The evening was declared a success by all who attended.

It is regretted that the Northfield delegation is to include no more than those last reported—Miss Dow, 1901, Miss Goddard, 1901, Miss Libbey, 1901, Miss Wheeler, 1902, and Miss Babcock, 1902. It is regretted that the list contains no one from the Class of 1903. The delegates must necessarily double their work at Northfield in order to cover all branches of the association.

 TENNIS.

In the college tennis tournament held to decide on the men who were to form the Bates Tennis Team this year, there were twelve entries in singles and fourteen pairs in doubles. Willis, 1900, won the tournament in singles, and was defeated by Summerbell, 1900, in a match for the championship of the college. The doubles were not finished, partly because of bad weather, and partly because, however they resulted, they would have no effect on the make-up of the team. The result in doubles as far as played was:

Preliminary Round.—Summerbell and Jones defeated Ayer and Rich; 6-1, 6-4. Willis and Richardson defeated Goss and Ham; 6-3, 6-1. Lodge and Harrington defeated Felker and Hamlin; 6-4, 6-1. Cleason and Holman drew a bye.

Preliminary Round.—Jones, 1900, defeated Hamlin, 1902, 7-5, 6-3.

Felker, 1902, defeated Ham, 1901, 6-4, 6-3. Willis, 1900, defeated Richardson, 1900, 7-5, 6-3. Harrington, 1902, defeated Ayer, 1900, 7-9, 8-6, 7-5. Holman, 1902, Goss, 1901, Lodge, 1902, and Rich, 1900, drew byes.

In singles the summary is as follows:

First Round.—Felker defeated Jones, 3-6, 8-6, 6-3. Willis defeated Harrington, 6-0, 6-1. Rich defeated Lodge, 6-1, 6-3.

Semi-final Round.—Willis defeated Felker, 6—1, 6—0. Holman defeated Rich, 6—1, 6—2.

Final Round.—Willis defeated Holman, 6—1, 6—1.

Championship Round.—Summerbell defeated Willis, 7—5, 8—6, 7—9, 6—4.

NEW ENGLAND TOURNAMENT.

The score in the New England Tournament in doubles was as follows:

Preliminary Round.—Trinity defeated Wesleyan by default. Bates defeated University of Vermont, 6—3, 6—8, 6—2.

First Round.—Brown defeated Tufts, 6—4, 3—6, 7—5. Dartmouth defeated Trinity, 7—5, 6—4. M. I. T. defeated Bowdoin, 6—4, 6—3. Bates defeated Colby, 6—4, 8—6.

Semi-final Round.—Dartmouth defeated Brown, 6—3, 5—7, 6—4. Bates defeated M. I. T., 4—6, 7—5, 6—3.

Final Round—Bates defeated Dartmouth, 10—8, 6—3, 1—6, 6—3.

CLASS RIDE.

The Seniors selected Friday, June 8th, as the day for the last class excursion of their course. The objective point was Squirrel Island, and at seven o'clock A.M. a pleasure-bent company of about forty-five, well laden with spoils, both wet and dry, for a picnic dinner, set out from the lower Maine Central station. The run was made with entire success, the last part of the trip across the harbor being under *swell* conditions, and at eleven o'clock the class found themselves safely disembarked on the island, and planted on the rocks among the spruces ready for the first exercise of the day, and soon the only testimonies of the presence of the provisions brought were the wrecked appearance of two or three lawns, the empty soda bottles and the contented faces to be seen among the wreckage.

After dinner a few of the party started off across the island to view the surf scene on the southern rocks, while the larger part of the class engaged in a very spirited game of ball in which the young ladies were the principal players, and some surprising talent was displayed in all departments of the game.

The day proved to be one just enough tempered by a mist-veiled sun to make active pleasures comfortable, and though threatening at times, nature kindly withheld her moist blessings until the class was safely on the sheltering deck of the home-returning steamer. The return trip was accomplished amid songs and laughter, and the class alighted at the home station, tired but merry, and feeling that one more knot had been tied to secure the class bond so soon to be tried by the separation following the adieu to the college and campus.

The Juniors celebrated the close of Ivy Day with a lawn party at the home of Miss Gertrude B. Libby, Sabatis Street. They were entertained in a very delightful and informal manner, the house, lawn and summer-house at their disposal. Early in the evening Mr. Holmes read a set of college rules and regulations. During the evening several piano solos were rendered by members of the class and "coon" songs were sung, accompanied by Mr. Jordan with his banjo. Refreshments were served, and after singing college songs and giving three cheers for their hostess and her family, the class departed somewhat later than 10.30.

The Class of 1902 spent Friday, June 8th, at Lake Grove, where, notwithstanding the rain that fell during a part of the day, a very enjoyable time was reported. With Professor Hoag as chaperon, the party arrived at the lake about 10 A.M. Soon after the arrival, two base-ball teams were selected from the class, consisting of both boys and girls. In the playing that followed much pleasure was afforded to those on the grand stand. Later in the morning the attractions of the sparkling lake were too strong to be resisted, and boats were secured for the entire party, but the pleasure of boating was soon interrupted by the heavy clouds of the morning fulfilling their threats in torrents of rain, and the boats were hurried to the friendly shore. A vacant store conveniently near the point of landing on the western shore provided abundant shelter for the entire company, and here the genius of the class displayed itself in turning what might have been a failure of the day into one of pleasure, and amid the games that were played, the eating of lunch, etc., the rain outside was soon forgotten. Later in the day, the rain having stopped, the class returned to the boats and the remainder of the afternoon was spent upon the lake. On returning home in the early evening all felt that the day had been one of success, and added another pleasant memory to the history of the class.

On Friday evening, June 22d, occurred the Senior meeting of the three societies at Roger Williams Hall. The program was as follows:

Overture	Orchestra.
Prayer	Manter.
Mandolin Duet	Willis, Chase.
Sketch	Miss Marr.
Reading	Miss Dresser.
Vocal Solo	Powell.
Reading	Griffin.

Oration	Morse.
Cornet Solo	Miller.
Poem	Miss Sears.
Music	Glee Club.

The following members of the Senior Class comprised the reception committee: Messrs. Powell, Willis, Healey, Misses Avery, Lowell, True. The hall was very tastefully decorated with palms and ferns. A short social followed the program, with refreshments of ice-cream and cake.

SOPHOMORE RECEPTION AT PRESIDENT CHASE'S.

Monday evening, June 4th, will be remembered by the Class of 1902, for an enjoyable evening spent at President Chase's. The first part of the evening was spent in carrying out the plan of conversation which, according to reports, worked so well with 1900. It is to be doubted if any member of the class was previously aware of the large number of brilliant conversationalists which it possessed.

After each boy had talked on a given subject for half a minute, to each girl, votes were cast for the most interesting talkers. Mr. Hunnewell, Mr. Harrington, Miss Pettingill, and Miss Watts were the winners of the prizes, which were cups and saucers of the class color.

After the awarding of prizes the girls were draped in white and sold, as statues, to the boys, by the auctioneer, President Chase. The prices ranged from two billions of dollars each to three for fifty cents.

After the purchases had all been made their owners took them to refreshments, which as usual were thoroughly enjoyed by all. Then we sang the never-failing college songs and went gaily home.

BASE-BALL.

Another base-ball season has come to a close, and Bates looks back on a record that she need not be ashamed of. On account of Bates withdrawing from the league our chance for the pennant was forfeited, which up to the time of our withdrawal was very hopeful. The series of games with Bowdoin was very gratifying, Bates winning two out of the three. The game played with Brown at Providence on May 23d, was one long to be remembered by the students, the game resulting in a victory for Bates to the tune of 4—3. Captain Purinton, as well as each member of the team, receive the hearty congratulations of the college and its friends for their excellent work during the season.

We give below the score of the games played with Maine College teams :

Bowdoin vs. Bates, April 28th, at Lewiston.

BOWDOIN.					BATES.				
	BH	PO	A	E		BH	PO	A	E
Dana, cf.....	1	1	0	0	Deane, ss.....	2	0	3	1
Clarke, ss.....	0	2	1	1	Allen, 2b.....	1	2	3	0
Pratt, p.....	2	1	7	0	Purinton, 3b.....	0	4	3	0
Nevers, lf.....	3	1	0	0	Lowe, 1b.....	3	11	0	1
Bacon, 1b.....	1	12	0	0	Bucknam, lf.....	1	5	0	1
Hoyt, 2b.....	2	2	1	2	Smith, rf.....	1	2	0	1
Pottle, rf.....	0	0	0	0	Stone, c.....	1	3	1	0
Trainor, c.....	0	6	2	0	Maerz, cf.....	1	0	1	0
Harkins, 3b.....	1	2	1	1	Hussey, p.....	1	0	5	0
<hr/>					<hr/>				
Totals.....	10	27	12	4	Totals.....	11	27	16	4

Innings	1	2	3	4	5	6	7	8	9
Bowdoin	0	1	0	1	0	0	0	2	4-8
Bates	0	3	0	3	1	0	0	0	2-9

Runs made—Pratt 2, Nevers 3, Dana 1, Bacon 1, Harkins 1, Bucknam 2, Hussey 2, Deane 1, Purinton 1, Stone 1, Maerz 1, Smith 1. Two-base hits—Nevers, Hoyt, Pratt, Lowe. Stolen bases—Pratt, Hoyt, Harkins, Purinton, Bucknam, Maerz, Smith, Hussey. Base on balls—Pottle, Harkins, Maerz 2, Hussey, Deane.

Colby vs. Bates, May 15th, at Lewiston.

COLBY.					BATES.						
	AB	BH	PO	A	E		AB	BH	PO	A	E
Saunders, p.....	3	1	0	1	0	Deane, ss.....	3	1	2	3	1
Cushman, c.....	3	0	6	0	0	Allen, 2b.....	3	0	2	0	1
Newenham, lf.....	3	1	0	0	0	Purinton, 3b.....	3	1	0	0	0
Hudson, 1b.....	3	0	5	0	0	Lowe, 1b.....	2	1	8	0	0
Rice, 3b.....	3	0	1	0	0	Bucknam, lf.....	3	0	1	0	0
Teague, rf.....	3	0	2	0	0	Stone, c.....	3	0	3	1	0
Tupper, cf.....	2	0	3	0	0	Maerz, cf.....	2	0	1	0	0
Allen, ss.....	1	0	0	2	2	Smith, rf.....	3	1	1	0	0
Pike, 2b.....	2	2	1	1	1	Towne, p.....	2	0	0	7	0
<hr/>					<hr/>						
Totals.....	23	2	18	4	3	Totals.....	24	4	18	11	2

Innings	1	2	3	4	5	6	7	8	9
Colby	0	0	0	0	0	3	— 3		
Bates	3	0	0	0	0	3	— 6		

Runs made—By Saunders, Cushman, Newenham, Deane, Purinton, Lowe 2, Bucknam, Maerz. Stolen bases—Saunders, Cushman, Newenham, Deane, Lowe, Bucknam, Smith. Struck out—Tupper 2, Rice, Pike, Allen 2, Lowe, Stone, Maerz. Hit by pitched ball—Lowe, Purinton. Base on balls—Cushman, Allen, Maerz.

University of Maine vs. Bates, May 26th, at Bangor.

UNIVERSITY OF MAINE.					BATES.						
	AB	BH	PO	A	E		AB	BH	PO	A	E
Clark, c.....	5	0	6	2	1	Deane.....	6	0	4	0	3
Lurvey, ss.....	5	2	0	2	3	Allen.....	4	0	1	1	1
Davis, 3b.....	5	2	1	4	0	Purinton.....	6	3	2	0	2
Carr, 2b.....	5	0	3	0	1	Lowe.....	6	4	9	1	2
Chase, rf.....	5	3	2	0	0	Bucknam.....	6	1	4	0	1
Webb, lf.....	4	1	5	0	2	Smith.....	4	1	1	0	1
Dorticos, 1b.....	4	2	12	0	0	Stone.....	5	2	5	0	0
Holmes, cf.....	4	0	1	0	0	Clason.....	4	0	3	5	0
Cushman, p.....	5	1	0	3	1	Towne.....	4	0	1	0	0
<hr/>					<hr/>						
Totals.....	42	11	30	11	8	Totals.....	45	11	30	12	10

Innings	1	2	3	4	5	6	7	8	9	10
U. of M.	0	5	0	0	0	1	0	0	3	0-9
Bates	4	0	0	0	0	3	2	0	0	2-11

Runs made—Chase, Webb, Dorticos 2, Cushman, Lurvey, Clark 2, Holmes, Allen, Purinton 3, Lowe 4, Bucknam 2, Smith. Two-base hits—Chase, Dorticos 2, Smith, Bucknam. Three-base hits—Purinton, Lowe 2. Stolen bases—Lurvey, Allen, Lowe 2, Bucknam 2, Smith. Struck out—Clark, Lurvey, Davis 2, Carr, Webb, Holmes, Allen, Bucknam, Clason 2, Towne 3. Hit by pitched ball—Allen. Base on balls—Webb, Holmes, Smith, Clason, Towne.

University of Maine vs. Bates, June 1st, at Lewiston.

UNIVERSITY OF MAINE.						BATES.					
	AB	BH	PO	A	E		AB	BH	PO	A	E
Lurvey, ss.....	5	2	1	1	0	Deane.....	4	1	1	0	0
Clark, c.....	5	3	7	2	0	Allen.....	3	0	4	2	0
Carr, rf.....	5	0	0	0	0	Purinton.....	4	0	0	3	0
Davis, 3b.....	4	1	0	1	0	Lowe.....	3	3	16	0	1
Webb, lf.....	3	0	3	0	0	Bucknam.....	4	1	2	0	0
Larribe, 2b.....	2	0	2	2	0	Stone.....	4	2	3	2	1
Cushman, p.....	4	0	1	2	0	Clason.....	3	1	1	0	0
Dorticos, 1b.....	4	1	10	0	0	Maerz.....	4	0	0	0	0
Holmes, cf.....	4	0	3	2	0	Hussey.....	4	1	0	7	1
Totals.....	36	9	27	10	0	Totals.....	30	9	27	14	3

Innings	1	2	3	4	5	6	7	8	9
U. of M.	0	0	0	0	0	0	0	4	1-5
Bates	0	0	0	0	0	0	0	1	0-1

Runs made—Cushman, Larribe, Davis, Carr, Clarke, Lowe. Stolen bases—Clason, Bucknam. Base on balls—Larribe 2, Webb, Clason, Lowe, Deane. Struck out—Cushman, Allen 2, Purinton, Bucknam, Maerz, Hussey.

Bowdoin vs. Bates, June 6th, at Lewiston.

BOWDOIN.						BATES.					
	AB	BH	PO	A	E		AB	BH	PO	A	E
Bacon, ss.....	6	1	2	2	2	Deane, ss.....	4	1	1	0	2
Pottle, cf.....	5	0	2	0	0	Allen, 2b.....	3	0	1	1	1
Nevers, 1b.....	3	2	15	0	0	Purinton, 3b.....	4	1	1	0	0
Pratt, p.....	5	2	1	4	0	Lowe, 1b.....	4	1	9	0	0
Quinn, 2b.....	4	2	1	4	0	Stone, c.....	4	1	6	1	1
Clark, lf.....	5	2	1	0	0	Bucknam, lf.....	3	0	1	0	0
Hoyt, rf.....	5	1	4	0	0	Clason, cf.....	3	1	3	0	0
Harkins, 3b.....	5	3	0	3	0	Maerz, rf.....	4	0	5	0	1
Trainor, c.....	5	0	1	0	0	Towne, p.....	3	0	0	4	1
Totals.....	43	13	27	13	2	Totals.....	32	5	27	6	6

Innings	1	2	3	4	5	6	7	8	9
Bowdoin	0	2	3	0	0	1	0	0	4-10
Bates	2	0	0	1	0	0	0	0	0-3

Runs made—Quinn 3, Clark 2, Hoyt, Pratt, Nevers 2, Bacon, Lowe, Bucknam, Allen. Two-base hits—Pratt, Quinn. Stolen bases—Harkins, Quinn, Lowe, Clason. Struck out—Pottle 2, Pratt 2, Hoyt, Lowe. Base on balls—Nevers 2, Clason, Bucknam. Double play—Allen, Lowe.

Bowdoin vs. Bates, June 15th, at Brunswick.

BOWDOIN.						BATES.					
AB	BH	PO	A	E		AB	BH	PO	A	E	
Bacon, ss.....	4	1	3	3	1	Deane, 2b.....	5	1	3	2	2
Pottle, cf.....	5	1	0	0	0	Clason, cf.....	5	2	3	0	0
Nevers, 1b.....	4	0	13	0	0	Purinton, 3b.....	4	1	2	3	0
Pratt, p.....	4	0	0	3	0	Lowe, 1b.....	5	2	13	0	0
Quinn, 2b.....	4	1	1	4	0	Bucknam, lf.....	4	1	2	0	0
Clark, lf.....	4	1	1	0	0	Stone, c.....	5	3	0	0	0
Hoyt, rf.....	4	0	1	0	0	Smith, rf.....	4	0	1	1	0
Harkins, 3b.....	3	1	1	2	1	Allen, ss.....	5	1	3	3	1
Trainer, c.....	4	1	7	2	0	Hussey, p.....	4	1	0	7	0
Totals.....	36	6	27	14	2	Totals.....	4	12	27	16	3

Innings	1	2	3	4	5	6	7	8	9
Bowdoin	2	0	0	0	1	0	2	0	0—5
Bates	0	1	2	0	0	0	2	2	0—7

Runs made—Bacon 2, Pottle, Harkins 2, Clason 2, Purinton 2, Bucknam, Stone, Allen. Two-base hits—Pottle, Quinn, Purinton, Bucknam. Stolen bases—Bacon 3, Lowe, Deane, Clason, Stone, Allen. Double play—Deane, Allen. Base on balls—Purinton, Bucknam, Smith. Hit by pitched ball—Harkins, Bacon. Struck out—Lowe, Bucknam, Allen.

Brown vs. Bates, May 23d, at Providence.

BROWN.						BATES.					
AB	BH	PO	A	E		AB	BH	PO	A	E	
Bacon, 2b.....	4	1	2	1	0	Deane, ss.....	5	1	4	3	0
Clark, cf.....	3	1	2	0	0	Allen, 2b.....	4	1	1	3	1
Detmers, 1b.....	4	0	14	0	1	Purinton, 3b.....	4	0	1	2	0
Barry, lf.....	4	2	0	0	0	Lowe, 1b.....	4	1	9	0	0
Chase, c.....	4	0	5	0	0	Bucknam, lf.....	3	1	3	0	0
Crane, 3b.....	4	0	1	2	0	Smith, rf.....	4	2	3	1	0
Saunders, ss.....	3	2	3	3	0	Stone, c.....	4	2	6	1	0
Hill, rf.....	4	2	0	0	0	Clason, cf.....	3	0	0	0	0
Wheeler, p.....	4	1	0	5	0	Towne, p.....	4	0	0	3	0
Totals.....	34	9	27	11	1	Totals.....	36	8	27	13	1

Innings	1	2	3	4	5	6	7	8	9
Brown	1	0	0	0	0	0	1	1	0—3
Bates	0	1	0	1	0	0	2	0	—4

Runs made—Bacon, Saunders, Clark, Allen, Lowe, Bucknam, Smith. Stolen bases—Clark, Cram 2, Hill, Deane, Clason, Allen, Lowe, Bucknam. Two-base hits—Bacon, Smith, Allen. Three-base hits—Hill, Barry, Stone. Struck out—Clark, Hill, Wheeler, Smith, Purinton, Towne 3. Base on balls—Saunders, Clason. Double plays—Deane, Lowe.

FIELD DAY.

The Bates Field Day was held Friday, May 25th, at Garcelon Field, the Seniors winning the greatest number of points. We give the events as follows:

High Jump, first place won by Richardson, 1900; second, Jordan, 1901; third, Willis, 1900. Height, 5—6.

Pole Vault, first place won by Merry, 1902; second, Summerbell, 1900; third, Richardson, 1900. Height, 9 ft.

220-yard Dash, first place won by Garlough, 1900; second, Howe, 1903; third, Richardson, 1900. Time, 24¾.

Broad Jump, first place won by Elder, 1900; second, Howe, 1903; third, Richardson, 1900. Distance, 19—1.

Throwing Discus, first place won by Richardson, 1900; second, Hunt, 1903; third, Baldwin, 1903. Distance, 91—5.

Half-mile Run, first place won by Howe, 1901; second Donnocker, 1902; third, Willis, 1900. Time, 2.21.

100-yard Dash, first place won by Garlough, 1900; second, Howe, 1903; third, Stinchfield, 1900. Time, 10½.

Putting Shot, first place won by Richardson, 1900; second, Hunt, 1903; third, Baldwin, 1903. Distance, 33—3.

220-yard Hurdles, first place won by Stinchfield, 1900; second, Howe, 1903; third, Richardson, 1900. Time, 30¼.

440-yard Dash, first place won by Ham, 1901; second, Harris, 1903; third, Willis, 1900. Time, 1—2½.

Throwing Hammer, first place won by Richardson, 1900; second, Childs, 1902; third, Higgins, 1903. Distance, 99 ft.

One-Mile Run, first place won by Hamlin, 1902; second, Hammond, 1903; third, McLean, 1902. Time, 6—7.

High Hurdles, tied by Richardson, Stinchfield and Willis, 1900. Time, 23¾.

Two-Mile Run, first place won by Hamlin, 1902; second, Ham, 1901; third, Childs, 1902. Time, 12—24¼.

Two-Mile Bicycle Race, first place won by Fuller, 1903; second, Trickey, 1901; third, Holman, 1902. Time, 6—49.

THE SUMMARY OF POINTS.

	1900	1901	1902	1903
High Jump	6	3	..	..
Pole Vault	4	..	5	..
220-yd. Dash	6	..	..	3
Broad Jump	6	..	..	3
Throwing Discus	5	..	..	4
Half-Mile Run	1	5	3	..
100-yd. Dash	6	..	..	3
Putting Shot	5	..	..	4
220-yd. Hurdles	6	..	..	3
440-yd. Dash	1	5	..	3
Throwing Hammer	5	..	3	1
One-Mile Run .....	..	..	6	3
High Hurdles	9	..	..	..
Two-Mile Run .....	..	3	6	..
Two-Mile Bicycle Race .....	..	3	1	5
Totals	60	19	24	32

BROKEN RECORDS.

Throwing Hammer and High Jump by Richardson, 1900.
Two-Mile Bicycle Race by Fuller, 1903.

M. I. C. A. A.

The sixth annual contest of the Maine Intercollegiate Athletic Association met at Brunswick, June 2d. Bowdoin won an easy first place, which she has held since the first meet, scoring 91

GLIMPSSES OF COLLEGE LIFE.

Now it's 1901.

Sprague, 1898, is in town.

Call, 1900, visited in Wayne, recently.

Miss L. L. Parker received the Junior essay prize.

Lary, 1899, is visiting friends in Lewiston.

Miss Annette Goddard received the essay prize for Junior parts.

Mr. F. H. Bass, M. I. T., 1901, visited friends at the college recently.

Mr. Chenery of Wayne was the guest of Healey, 1900, recently.

Miss Eugenia Dustin, of Pittsfield, was present at the Ivy Day exercises.

Emrich and Catheron, 1900, have returned from their schools to graduate.

Deane, 1902, has been elected captain of the base-ball team for the season of 1901.

We are glad to see the familiar face of Palmer, '99, on the campus once more.

Quite a number of the students have been out taking the census during the past month.

Mr. Harry Leonard of Providence, R. I., is the guest of his brother, Dr. A. N. Leonard.

Miss Perkins, 1898, made the college a short visit after the close of her school in Portland.

Miss Roberts, Miss King and Miss Butterfield of '99, have returned to be with us during commencement.

1901 as their presentation to the college has renovated Prof. Rand's room, making it one of the neatest and most attractive rooms in the building.

Officers of Athletic Association: President, E. K. Jordan, 1901; Vice-President, E. A. Childs, 1902; Secretary, T. A. Lothrop, 1903; Treasurer, J. A. Lodge, 1902; Track Manager, H. A. Blake, 1902; Base-Ball Manager, J. E. Wilson, 1901; Assistant Manager, E. L. Wall, 1902; Tennis Manager, H. H. Stuart, 1901; Foot-Ball Manager, V. E. Rand, 1901. Directors—From 1901, W. K. Holmes, L. E. Williams; 1902, C. F. Donnocker, J. F. Hamlin; 1903, R. S. Catheron, C. S. Fuller.

On Saturday, June 23d, the Class of 1901 met at the Maine Central depot to say their farewell to Professor and Mrs. M. C. Leonard, when taking their departure for Japan, where Professor Leonard has accepted a position in one of the leading schools. In behalf of the class Mr. Pierce presented Professor Leonard with a gold-headed cane, as a token of their appreciation for his faithful service while at Bates. Professor Leonard has the best wishes of his many friends in entering upon his new work.

The class of 1901 have elected their officers as follows: President, E. S. Stevens; Vice-President, C. E. Wheeler; Secretary, Miss Towne; Treasurer, R. W. Channell; Chaplain, J. S. Bragg; Marshal, P. D. Moulton; Orator, V. E. Rand; Poet, Miss Bailey; Odist, Miss Brett; Hymns, Miss Dow; Musician, R. W. Goss; Historian, W. H. Ellingwood; Prophet, Miss Towle; Address to Halls and Campus, W. M. Ham; Address to Undergraduates, H. L. Moore; Parting Address, Miss Libbey; Executive Committee, R. S. Roberts, Miss Bennett, W. H. Ellingwood.

The Rensselaer Polytechnic Institute, Troy, N. Y., is about to construct a laboratory for the test of electric motors and other electrical devices. It will also contain machines for the tests of materials of engineering. Sixteen electrical machines, including motors, generators, transformers, etc., will be installed in the electrical part of the laboratory. For the tests of materials of construction there will be one 300,000 pound machine, one 100,000 pound machine, one 50,000 pound machine with extensions for long column tests, one 10,000 pound wire testing machine, and a cement testing laboratory thoroughly equipped in the most modern manner.

These will be of great value in the courses in engineering and science.

College Exchanges.

THE chief characteristic of the May exchanges seems to be a preponderance of matter of local interest. With the coming of spring there has entered, as of old, an awakened interest in the immediate surroundings of college life, in debates and in base-ball games, but it has failed to evince itself in the literary departments of the college paper. While locals should by no means be ignored the literary standing of a college is judged by the magazine it sends out. On every hand lies material for good, bright stories, for dainty verses, and for wholesome jokes, all of which is sure of appreciation when crystallized into form in a college magazine.

A very successful treatment of such material is "Incurable" in *The Haverfordian*. Consisting wholly of conversation, rapid, sparkling, and condensed—the sketch reveals the character and situation with delightful humor. "Mac Smithereen's Reputation" is of interest to golfers, and brings out some well-known Scotch characteristics in dialect.

Glancing over the contents of the *Georgetown College Journal*, one realizes the broad field open for a college magazine. As usual there is an abundance of excellent verse, from which we quote below. Then there are two essays, the beginning of a series entitled "Notes of a Recent Tour Through the Balkan Peninsula;" a debate, and a story, "His Vote," which has a moral. We note constant improvement in this magazine.

A serial story, "The Cross of Blood," is continued in this number of *William and Mary's College Monthly*. The scene is laid in Venice with the Council of Ten holding a prominent place. From the title and present trend of the story it appears to be a tragedy. In this day when historical novels are so popular it is not strange to find one in a college magazine, though the lighter vein of writing is generally looked for there. "The Mormon's Daughters," which occupies six and a half pages, is quite amateurish in treatment. The exchange department is most admirably conducted.

Silver and Gold prints some excellent stories as a result of a recent prize contest. "Snap Shots from the Professor's Trip Abroad" is a cleverly told story of a camera fiend.

Under the suggestive title "The Pity of It," we read in the *Mt. Holyoke* a sweet story of the friendship of two college girls, interrupted but not broken by another woman's love. The writer will find sympathetic readers in all girl friends.

I peeped out from my window dear,
 Where maples dropped their shade,
 And listened to the melodies
 Their cooing leaflets made.
 When lo! betwixt the lispings mites,
 Bright nodding their good-days,
 The roguish sun looked in and blew
 A sunbeam in my face.

The Pharetra.

ALONG THE DUNES.

I.

A stretch of sand and the wind from the sea
 And a sail far out from land,
 And the sea-gull's cry and the piper's call
 And thoughts of a far-off strand—

II.

Of Scotland's shore and the self-same breeze,
 A sail's white gleam 'gainst a clouded sky,
 With the sand-piper's voice from the beat of the surf
 And the gull's call, shrill and high.

III.

But more than they all—than the sail and sky,
 Than sea-tangle 'long a Scottish shore,
 Than the dreary sand and the sea bird's plaint
 And that ceaseless, ceaseless roar

IV.

Was the wind-tossed hair and your weird sea-song
 (That you sing not now, not now)
 While the ocean made answer to your voice
 My heart remembers how.

THE APRIL CROW.

Haint much music in a crow,
 Kinder squawky-like, I know,
 And the blast er his hoarse horn
 Blowin' o'er the fields er corn,
 Callin' all his pals eround,
 Haint a very pleasin' sound
 To the chap who's plow'd the 'ground,
 Sown, an' hoed it, I'll be bound,
 But thet sound in early spring
 Seems ter hev a diff'runt ring.
 When I heerd it t'other day
 In the wood-lot, 'crost the way,
 I was tickled nigh clean through
 And I hollered, "How de do?
 E'en the devil has his dues.
 You're the bearer of good news.

Welcome back, old friend er mine!
Welcome to these woods er pine!"

Haint much music in a crow,
Kinder squawky-like, I know,
But the blast er his hoarse horn
Blowin' in the April morn
Makes me want ter shake his paw,
And I say, "God bless his caw!"

—James Plaisted Webber, 1900, in *Bowdoin Orient*.

THE JUNIOR.

The heir presumptive to the crown;
His present monarch's doom is nearly nigh.
He dreams in laughter, lives in frown,
As the slow moments die.
Envious days
And dream-tossed nights;
O that my feet might firmly tread
The kingly ways,
And all delights
Of power to my soul be fed.
Time, fly thee on;
I would the reins
That he, that now drives, holds so ill.
Can it be borne—
These greedy pains—
To feel my might and yet be still?

The heir must come to his throne at last,
Then—will his sceptre and signet ring
Seem good, or will the worthless past
Be as a better thing?

—*Georgetown College Journal*.

Our Book-Shelf.

*The Words of Abraham Lincoln*¹ is a book far more comprehensive than its title would suggest. It contains not only the words of Lincoln, but also the words of many eminent men concerning him. The aim of the editor, Isaac Thomas, A.M., has been to draw a picture of Lincoln's character and public life from 1858 to the time of his death. A connected history covering the question of slavery as only Lincoln has covered it, is presented. The state papers, messages, proclamations, include nearly if not quite all the arguments Lincoln used in the discussion of slavery and the other questions of his day. The letters are of two sorts, public and private. In the public letters Lincoln defends, explains or vindicates his public action. In the purely private letters he is seen in an entirely different light. His sympathy, thoughtfulness, kindness, gentleness, fidelity to duty, are all depicted. Lincoln's boyhood and youth; favorite poem; Lincoln as an orator and lawyer; his speeches, messages, debates and letters; the tributes of others to him,—all combine to form one connected whole. Though intended for use in common schools it is worthy the attention of young and old alike.

*Would Christ Belong to a Labor Union*², by Rev. Cortland Myers, D.D., reminds one somewhat of Sheldon's famous book, "In His Steps." It is a book of vital interest not only to the labor unions and the church, but to every one, for it deals with one of the burning questions of the day. The author grasps with remarkable firmness many of the great truths which concern the relations of capital and labor, and also the workingman's relation to the church. He fearlessly attacks the wrongs of society, but is impartial. He writes as the friend of all right wherever found, whether on the side of the poor or the rich. The truth is woven into an attractive and most interesting story. The effect is to draw the workingman to the church and hasten the day of complete brotherhood. The book cannot fail to gain attention.

The author of *The Domestic Blunders of Women*³, shows a commendable shrewdness at the very start in writing under the somewhat indefinite title of "A Mere Man." Had he revealed his real name the women of the land would have heaped dire vengeance upon his unlucky head. As the title suggests the book is an exposition, half mocking, half serious, of the unbusiness-like methods used in managing a house. With the boldness of one who "knows nothing and fears nothing" he attacks every department of housekeeping; and like the true critic points out not only the faults but also the path of reform. The remedy is at times impracticable but often it is worthy of careful consideration. The author's idea of marriage truly approaches the ideal. Having shown the absolute uselessness of a dog he says: "The dog, like the woman, gives himself over to some man, displays a certain affection for him, and the vain, foolish fellow works hard and keeps the dog in lazy luxury all his life," and the woman, too, I suppose we are to infer. Says one critic: "It is an audaciously written attack on womankind and can be depended upon to give the masculine portion of the house a fit of the chuckles and the feminine portion a plain fit."

*American Public Schools*⁴, is written by John Swett,—one who is well qualified to discuss such a subject. The book is intended mainly for the

great body of public school teachers. It contains a "series of studies on the vital points of public school history; and also an outline of the psychological and pedagogical methods of instruction and management in American public schools." The latter half of the book treats specifically of modern courses of study in primary and grammar grades; of school management; of professional reading and study for teachers; and of common sense applied to rural schools. In this part as in the historical part the author has quoted freely from the latest writings of American educational leaders in order to show the drift of modern pedagogical and psychological thought.

Five Great Authors and *Silas Marner* are two recent additions to the Standard Literature Series, several of whose volumes were noticed in a previous issue of the STUDENT, and whose valuable contributions to the study of good literature need not be further commented upon.

*Five Great Authors*⁵ contains eleven stories and sketches from Irving, Hawthorne, Scott, Dickens and Hugo. The selections give a good literary idea of the authors. The style of Dickens is well illustrated in the sketches from the "Pickwick Papers," introducing the benevolent old Pickwick himself and the inimitable Sam Weller, two of the most celebrated characters in English fiction. In the other selections names almost as famous in romance or history are introduced, including the immortal Rip Van Winkle, Ichabod Crane, and William Wallace, the renowned hero of Scottish history. The book is well adapted, as it is designed, to create in the minds of the young people a desire and a taste for extended reading of the works of the authors from whom the selections are taken. This number is edited by William L. Felker, Ph.D. An interesting and helpful introduction treats of the authors and selections, characters and incidents, and style.

*Silas Marner*⁶, written by George Eliot, is one of the classics of English literature. The story tells how, on account of merely one error, Silas Marner, the weaver of Raveloe, closes his heart to all human intercourse and sympathy, and how he is afterwards restored to happy human companionship. In his trouble he began to accumulate money, but no good came of it. The money was stolen and then he found a little motherless girl and adopted her. This was the human companionship that made him happy. The book is one of great interest as a mere story, while in the moral purpose which it exhibits and works out it is of special value to young readers. This number has an introduction written by Edward Everett Hale, Jr., Ph.D., containing in addition to a biographical note, several matters illustrating the literary, educational and moral features of the story.

*Going Abroad? Some Advice*⁷, by Robert Luce, is a little book which will prove most helpful to all who contemplate a foreign tour this summer. The author's purpose is to "aid those who want to go and can go, but do not know just how, when, and where to go;—to save time, vexation, and money for those who have decided to go, but lack experience of their own and have no experienced friends from whom to get the desirable information;" and his purpose is very ably carried out. He tells about the seasons and climates of the various stopping-places; where to go for sight-seeing, study, or in search of health; how to travel on board ship and how to use the various means of locomotion which one

will find in a foreign country; the hotel accommodations; how to see; about financial matters; learning a language and preparatory reading.

*Robert Tournay*⁸, by William Sage, is an historical romance, not only full of interest, but one valuable for the instruction which it affords. The events described take place during that tumultuous period of French history which culminated in the Revolution. Our hero, Robert Tournay, is a man "of the people." Though a servant in the house of a nobleman he had received just enough education to make him dissatisfied with the lot which had of necessity fallen to him. He believed, and rightly, too, that he was as capable and as worthy a man, though a despised servant, as the effeminate, chicken-brained sons of nobility whose tennis balls he must run after and whom he was obliged to serve. He fled to Paris and joined enthusiastically with the angry mob of Revolutionists who captured and destroyed the Bastile. Taking part in the war which followed he distinguished himself and became an officer of high rank in the army. One of the most thrilling incidents is his marvellous rescue of his former mistress, Mademoiselle de Rochefort, from the hands of her captors. Then follows the inevitable love story. The terrible scenes on the prison-boats, in the Luxembourg, and at the bloodthirsty guillotine are described with a wonderful vividness. The author shows remarkable power in the presentation of his characters. The book is surely one of the best and most profitable of historical romances.

*Cap and Gown in Prose*¹⁰, edited by R. L. Paget, is a companion book to *Cap and Gown* (second series) previously reviewed, but is even more pleasing. The volume contains one hundred and twenty-five stories and sketches published in college papers of recent years. Brevity, wit, and local color characterize the selections. Most of the sketches have to do with the experiences of undergraduates;—athletic contests, hazing scrapes, the gym, and other attractions equally as important and interesting to all loyal students. The book is full of the atmosphere of student life, and our love for our own *Alma Mater* grows stronger as we read of the experiences of students in the colleges and universities all over our land. We cannot speak too highly of the book.

The Words of Abraham Lincoln. (Thomas.) Western Publishing House, Chicago. Cloth, \$1.65.

Would Christ Belong to a Labor Union? (Myers.) Street & Smith, New York. Cloth, \$.50.

The Domestic Blunders of Women. (A Mere Man.) Funk & Wagnalls Co., New York. Cloth, \$1.00.

American Public Schools. (Swett.) American Book Company, Boston.

Five Great Authors. University Publishing Company. Cloth, \$.30; paper, \$.20. Silas Marner. University Publishing Company. Cloth, \$.30; paper, \$.20.

Going Abroad? Some Advice. (Luce.) Robert & Linn Luce. Boston. Paper, \$.50.

Robert Tournay. (Sage.) Houghton & Mifflin, Boston. Cloth, \$1.50.

Cap and Gown in Prose. (Paget.) L. C. Page & Co., Boston. Cloth, \$1.25.

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Candidates for admission to the Freshman Class are examined as follows:

LATIN: In six books of Virgil's *Aeneid*; four books of *Cæsar*; six orations of Cicero; thirty exercises in Jones's *Latin Composition*; *Latin Grammar* (Harkness or Allen & Greenough). **GREEK:** In three books of Xenophon's *Anabasis*; two books of Homer's *Iliad*; twenty exercises in Jones's *Greek Composition*; Goodwin's or Hadley's *Greek Grammar*. **MATHEMATICS:** In *Arithmetic*, in Wentworth's *Elements of Algebra*, and *Plane Geometry* or equivalents. **ENGLISH:** In *Ancient Geography*, *Ancient History*, *English Composition*, and in *English Literature* the works set for examination for entrance to the New England Colleges.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismissal will be required from those who have been members of other colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Wednesday preceding Commencement, and on Monday preceding the first day of the Fall Term.

The examinations for admission to College will be both written and oral.

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