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# The BATES STUDENT.

H. C. Wilkinson



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THE SONG OF THE SEA.

Oh, the ocean sings to the sailor boy  
As the moon shines full on the glistening foam,  
And the song that he hears is full of joy,  
A song of hope, and a song of home;  
Of the home where father and mother to-night  
Are waiting his coming, with hearts that are light.

Ah! the ocean sings to the sailor lad  
Again, but the storm-king holds his sway,  
While hearts are anxious and faces sad  
As they wait in vain for the dawn of day.  
'Tis a grand, but a strange and awful strain,  
Mingled with voices of tempest and rain.

\* \* \* \* \*

Hark! over the sea comes a far, faint moan  
In the dawn of the misty morning gray,  
While still in the cottage, far away,  
Father and mother are waiting, alone.

—FRITZ, 1900.

THE PINDARIC ODE IN ENGLISH LITERATURE.

THE true Pindaric ode, as framed by Pindar consisted of two larger stanzas called strophe and antistrophe respectively, and one lesser stanza, the epode. The strophe and antistrophe contained always the same number and same kind of verses which in different odes might vary as the author pleased; the epode, in length and measure was unlike the first two, but in this there was the same irregularity and variety of verses. If an ode



In his poem entitled the "Muse," Cowley places the Muse in her chariot, and to accompany her are Eloquence, Wit, Invention, Memory, Art, Conceit, Figures and so on, and then, he suddenly turns to compare his Muse with the Creator :

Where never yet did pry  
The busy morning's curious eye,  
The wheels of thy bold coach pass quick and free;  
And all's an open road to thee.  
Whatever God did say,  
Is all thy plain and smooth, uninterrupted way.  
Nay, ev'n beyond His works thy voyages are known,  
Thou hast thousand worlds too of thine own,  
Thou speak'st great Queen, in the same style as He,  
And a new world leaps forth when Thou say'st, "Let it be."

In his odes there are occasional lines of beauty, as the following one about a fish :

"And with short silver wings cut the low liquid sky."

His two odes—one to Mr. Hobbes and one called "Brutus," some critics consider "grandiose"—whether the word is used in its good or bad sense, the reader of the poems will be allowed to judge for himself.

The numerous writers from Cowley to Gray, who adopted this corrupt Pindaric form and manner, are naturally divided into two classes, namely, those poets of secondary and those of primary importance.

Of the poets of the first class who wrote Pindaric odes most extensively in proportion to the rest of their poems, we name Otway, Pomfret, and Spratt.

In the poems of the first two, there is not so much of that extravagance of language. This, however, cannot be said of Spratt, who supposed that as Cowley was imitated, "perfection in the highest degree, and the noblest kind of writing in verse was approached." Accordingly, in his odes we have all the faults and beauties of Cowley. His admiration for Cowley found expression in a poem, of which the following is an extract :

"Cowley! what God did fill thy breast  
And taught thy hand t' indite?  
(For God's a poet too,  
He doth create, and so do you.)  
Or else at least  
What angel sat upon thy pen when thou didst write?"



There he sat and moved thy hand  
 As proud of his command  
 As when he makes the dancing orbs to reel  
 And spins out poetry from heaven's wheel."

Congreve was the first to perceive the errors of his predecessors, and about 1705 he published two or three poems written in good imitation of Pindar. The poems are not noticeable for any other reason than that there is in them a praiseworthy attempt to secure regularity, and "to replace conceit with just thought."

To Watts and Swift, noted writers of this period, this fanciful style was not suited, and they achieved no better success in it than poets of far less genius.

In his "Alexander's Feast," a poem written for the celebration of St. Cecilia's Day, 1697, Dryden achieved the greatest real success ever achieved by any poet in this form of composition. Others have lines and sometimes stanzas that are pleasing; but his poem throughout is of unapproachable beauty. Whence comes this superiority? "Alexander's Feast" is very irregular in verse and stanza; there are numerous changes and wild flights of the imagination, which but for one thing might seem blemishes. What is that one thing? It is that wonderful harmony of sound and sense in the poem, which thrills the soul like music and produces upon us something of the effect which Timotheus' lyre produced upon Alexander. What could be more soothing?

"Softly sweet in Lydian measures,  
 Soon he soothed his soul to pleasures."

Or what more stirring?

"Revenge, revenge, Timotheus cries,  
 See the Furies arise;  
 See the snakes that they rear,  
 How they hiss in their hair,  
 And the sparkles that flash from their eyes!"

This poem was altered for music by Mr. Hughes, a poet who himself wrote odes extensively.

Dryden was imitated by the poets who followed him, in their odes written in honor of St. Cecilia. Of these, Addison and Pope came the nearest to producing anything that can be compared to "Alexander's Feast."

Addison's ode contains many beautiful thoughts, but fails to create in us that glow of feeling which is kindled by Dryden's

ode and in a less degree by Pope's. The following lines from Addison's ode are pleasing in thought:

"Music, the greatest good that mortals know,  
And all of heaven we have below,  
Music can noble hints impart,  
Engender fury, kindle love;  
With unsuspected eloquence can move,  
And manage all the man with secret art."

Pope's ode written in honor of St. Cecilia is second only to Dryden's which he imitated to a marked degree. We are reminded of Dryden in the following:

But hark! he strikes the golden lyre,  
And see! the tortured ghosts respire.  
See shady forms advance!

One would be led to question whether Pope could have written as well as he did if he had not had Dryden to imitate. As it is, while he did not write an ode as good as Dryden's, yet there are passages in it of vigor and beauty.

In 1746, Collins published a number of odes in which there is the regularity of Pindar. He was followed in 1755 by Gray, who also wrote in the true Pindaric style. This stand was successful.

After Gray very few professed to write in imitation of Pindar, and the odes of those who did were not characterized by the peculiarities of the false Pindaric style invented by Cowley.

—GRACE A. TARBOX, 1900.

---

## DOWN WEBHANNET WAY.

### II.—A Village Poetess.

HER house stood in an elm-shaded sweep of meadow in the outskirts of the straggling village. It was built by an eccentric sea-captain on his withdrawal from activity, and resembled nothing so much as the crouching figure of a long, lean dog, with a disproportionately large head, shaggy with heavy wood-bine, unless it were some geographical formation of foreign parts, where a long narrow sand-bar of an isthmus connected a bluff and a ledge, the bluff being the square story-and-a-half main house, the isthmus a one-story string of kitchens and store-rooms, and the ledge, the barn. It would have been a huge empty shell for most such tiny kernels as Miss Lisbeth, but she cheerfully kept the entire formation open and home-like, thereby distin-

guishing herself from all the neighbors within a mile, who in her solitary case would either have retreated into the bluff, abandoning the sunny back rooms to the mice and spiders, or shut up the funereal fore-room and confined themselves to the isthmus, rendering society its dues in the immediate proximity of the cook stove.

Not so Miss Lisbeth. The house was her trust, to keep open and make home-like, and a visit there was a revelation of simple, frank hospitality which neither vaunted itself nor sought to conceal anything.

The house was the embodiment of its mistress' personality, from the kitchen table that reflected everything set on it to the holland curtains that were always pushed as high as the rollers would carry them.

People do not, as a general thing, permit their scarlet runners to push their vivid blossoms into the store-room, between the slats of the closed blinds, nor allow a gorgeous mass of purple monk's-hood to waste its color among the plantains by the wood-shed steps. Miss Lisbeth regarded these accusing apparitions with a content beyond placidity. The beans refused all mild assistance to a direct route to the eaves, and the monk's-hood had never been planted there.

"When anybody goes past the wood-shed door, or when I go into the store-room," said Miss Lisbeth, "there they are, two beautiful things where you wouldn't expect them."

A steady procession of flowers lingered through her rooms, from the earliest hepatica to the last golden-rod and gentians. Miss Lisbeth made each at home in its special vase,—feathery red timothy clouding a handful of starry white-weed in a blue bowl; scarlet columbines or shining yellow buttercups swaying among their dark leaves in an odd gray jar; innocents, roots, young grass and all that a tender trowel could gather at one thrust, massed in a low green shell; not a room in the house was without an out-of-doors visitor.

I have never known any one else so eager and so grateful for revelations of another's experiences and wider knowledge of men and things.

"You've opened a new gate," was Miss Lisbeth's shining-eyed comment once, when a little boy of a mechanical turn of mind had explained to her with enthusiasm the workings of his toy steam engine.

Her delight in her friendships never wearied, nor was her loyalty ever known to fail, even when the undemonstrative village people misunderstood her outspoken warmth of heart, and quoted a proverb about still waters and their depth.

But most of all she loved the sights and sounds of out-of-doors. Once when Miss Lisbeth had a visitor from the summer colony, a gale from the northwest scattered the heavy gray canopy that had curtained heaven for a week; the blue showed in flying glimpses, the wind rushed shouting through the upper air, and great heaped-up masses of mist fled beneath a clearing sky over the wooded ridge to the south. The unmown second grass fled past the window in long veering lines; the apple-trees in the rear behaved like staid old domestic bodies irreverently touzled by the elements as to their respectable shawls and over-laden market-baskets. The maples along the sidewalk resisted indignantly, their stiff symmetrical branches lashing out of their rustling domes in wild confusion,—a maple in a gale is not a pretty sight—but Deacon Humphrey's elms abandoned themselves to the tempest in every fibre, throwing their arms aloft from their surging tops and streaming along the blast as if they would leave their roots and ride down the wind like the gray clouds overhead, or the swallows careering uncontrolled high above the earth. Miss Lisbeth dropped her work and looked out with glowing face and deepening breath.

"I'd like to be a musician and write the march o' the clouds," said she suddenly, with her matter-of-fact way of venting the most unheard-of ideas.

"'T'would be like some of those old fuguing hymn-tunes, where the parts run by each other just the way the wind drives the mist."

Her visitor sprang up and went to Miss Lisbeth's old square piano.

"Like this," she said, and played Antioch, with a magnificent free action, the bass in booming octaves and the treble with unexpected trills and arpeggios, while Miss Lisbeth's face showed her delight in the girl's sympathy; and then she lifted her voice, surprisingly true and clear, in a hymn from the old Psalter, the solemn words rising above on the rolling music—

"The Lord descended from above,  
And bowed the heavens most high,  
And underneath His feet he cast



The darkness of the sky.  
On cherubim and seraphim  
Full royally He rode  
And on the wings of mighty winds  
Came flying all abroad."

Webhannet knew that Miss Lisbeth was the author of the verses that occasionally appeared in the *Weekly Chronicle* over the name of Mary Loring. Sometimes they spoke of her poems to her, but she was never at ease on that subject, and always turned the conversation quickly. Her songs were about the out-of-doors sights and sounds she loved, the little children she knew, and the legends of the country-side, of which no one along the coast had greater store than Miss Lisbeth. Once she laid down the newly opened *Chronicle* with a troubled face.

"I don't know as I ought to do it," she said, as if she were thinking aloud. "But what makes me feel so ought to give the same feelings to everybody, and there are so many that never notice anything unless they have their attention called to it.

Her poetry was her attempt to share with the heedless world the joy that throbbed in her own heart as the sight of the maples budding crimson against the April sky, or the note of the whip-poor-will from the alders in the hollow in the dewy June darkness.

The *Chronicle* is not a paper of wide circulation. I am glad Miss Lisbeth's halting verses never came to the eyes of critics. You know there are sometimes children who speak a language of their own. It serves them to say almost everything they want to, and those nearest them understand, and even treasure the queer phrases, where strangers smile.

One fall Miss Lisbeth began to notice that the sunsets were not so bright as they used to be, and was puzzled to find that though the leaves rustled after her skirts along the path, the maples looked as dense as ever. It seemed to grow dark very early, and when she took up her seam it was hard to find where she left off. The neighbors began to come to the door to meet her, and apologized for letting the children keep the entry in such a clutter that you could hardly find your way in. They began to drop in every day, and one or another would bring a plate of biscuits or a pie, so often that Miss Lisbeth merrily declared she did no cooking at all.

Miss Lisbeth was almost the last to perceive what it all meant.

When the truth finally burst upon her darkening sight, there are no words for the chill terror that numbed her being. The doctor's wife was one of her most cherished friends, and to her Miss Lisbeth straightway went, crushing back her sickening dread with a bravery that was above pity. The doctor had a long talk with her, and then made prompt arrangements for a visit to a great oculist in the city, and together they spent an endless afternoon in his luxurious office.

Miss Lisbeth asked for no decision, and the doctor took her home to his wife. Then she turned to him, and the blow she knew would come fell, dealt by a hand that suffered in the giving no less than she who bore it. There was no help in the power of man; but the doctor told her gently, with her hand held fast in both his worn, weather-beaten ones, and an instinctive certainty that the full truth was the deepest kindness, that she had not long to wait for a surer relief than any surgeon could bring.

"You are a kind friend," said Miss Lisbeth, and lay back with a long, quivering breath, like the sigh of a tired child.

They took her home, and there was scarcely a house in the village where some one did not shudder at the news, and go to the doctor eager to be of use. The women took turns in keeping the house, and spoke under breath of her wax-like neatness, and of the unceasing labor that had filled all her days. Not one but recollected kindnesses at the hands of this village idealist. They remembered that she had never been strong and well, though no one had ever heard her complain of a single ailment, and they whispered of her mother, whom she so much resembled.

The doctor was right, and Miss Lisbeth did not have long to wait. She begged the women not to take so much trouble for her, and thanked them at every turn with a humble gratefulness that never grew self-conscious. And one winter morning, when the level light of the rising sun reddened the snowy meadow, and thrilled the naked branches of her elms with a purple glow, Miss Lisbeth waked from a deep sleep into a fairer dawn.

"She's always lived so's she was contented to go and we was all sorry to have her," sobbed one of the watchers when the minister came.

They laid a little manuscript book that they found in her bureau, in the frail hands, and Miss Lisbeth carried her poems with her. But I think that in the fullness of her new life, our vil-

lage poetess has outgrown her limitations, and tells her deeper joy, no longer in a dialect of her own, but in the common language of the Kingdom.

—M. E. MARR, 1900.

---

A DREAM.

'Twas only a dream, yet I've wondered  
If, like the dreams of old,  
There was hidden in it a secret  
Which a prophet could unfold.

So to obtain an opinion,  
While perchance give pleasure too,  
This strange dream of facts and fancies  
I'll try to sketch for you.

The scene was our College Campus,  
Not as we see it to-day,  
But shining in all the beauty  
Of a mid-summer's perfect day.

At the entrances were garlands  
From the choicest of nature's store,  
Ancient symbols of rejoicing,  
Placed at the temple's door.

All over the grounds were arches  
Made from the living green,  
Entwined with the fairest flowers  
That mortal eyes have seen.

The Chapel was a bower  
Of roses and lilies fair,  
Breathing their delicious fragrance  
On the balmy summer air.

But stranger than all this beauty  
Was the crowd of people there,  
With their bright and happy faces,  
Without a trace of care.

Laughing and talking together,  
As happy as they could be,  
The young and the old were mingling,  
A charming sight to see.

But soon the bell began to chime,  
Which hushed that mighty throng,  
Then as with one accord they sang  
The words of that grand old song,

“Mid pleasures and palaces  
Though we may roam,

Be it ever so humble  
There's no place like home."

Then when the song was ended,  
A voice spoke loud and clear,  
Of such exquisite sweetness,  
That I marvelled then to hear.

"Welcome, thrice welcome, my children,  
On this our day of review,  
See! Nature in all her loveliness  
Extends a welcome too.

"From the shores of Africa,  
Beneath that scorching sun,  
Thousands rise and call me blessed  
For what my sons have done.

"There are books and many prizes  
Which to you have given fame,  
And to me, your *Alma Mater*,  
Added glory for my name.

"Do you wonder why I've called you  
From lands both far and near;  
Called you from homes and duties  
To re-assemble here?

"A mother's love, that power divine,  
Demanded to see her own,  
To tell you of the pride and joy  
Which the mother's heart has known.

"From North to South and East to West  
Your praises have been rung,  
Until the dear old name of Bates  
Is known to every one.

"Proofs of what you've accomplished  
Can be found on every hand,  
Not alone in this, our country,  
But in many a foreign land.

"It would take me days to tell  
The half of what you've done.  
Let the sum be this one sentence,  
I am proud of every one.

"And for my younger children  
The only prayer I've asked,  
Is for a future to be granted  
As great as in the past."



The beautiful voice ceased speaking,  
 And the bell chimed the refrain,  
 While all joined in with fervor,  
 "God be with you, till we meet again."

Faint and fainter grew the music,  
 Till the picture was lost to sight,  
 And I woke to find it a dream,  
 Dispelled by the morning light. —P. M. S., 1900.

### THREE ESSENTIALS IN EDUCATION.

WHAT should an education do for one? If people would cease straining themselves so much after details, and would occasionally reverse the field glass upon the scene, the accessory and secondary features would fade into the background, and in bold relief would stand forth the essential characteristics. Three essentials may not cover all the ground in education, but at least there is truth so far as we go.

Such an education is certainly a failure which has not developed the mental ability to reason independently. The truly educated person is not the one who has stuffed his head with facts, and has acquired this opinion upon a certain subject, and that, upon another,—but one with breadth of insight and interest, and mental training such that he can reason intelligently and accurately upon problems which life presses in ever-increasing numbers upon him. But such a statement seems trite, and the real question here is that of methods. Shall we

"Cram it in, ram it in, jam it in,  
 Since children's heads are hollow,"

or is there some truth in the value set upon "apperception," by psychology? The tendency of to-day is toward greater spontaneity in education. At least the good result is being accomplished of teaching the child by natural and not by forced or artificial methods. In most cases, the one truly educative answer to inquisitive youth is another directive question. In this way facts are assimilated, the meaning of which is clearer because each is not isolated, but seen, by the pupil, in its relations.

But many a student is launched upon life, parchment in hand, and reasoning powers developed, yet not truly educated because he is still cramped, even in the capacity just mentioned, by unremoved prejudices and narrowness. In the public schools it is not too early to begin to teach the many-sidedness of truth, and

for the college student such teaching is a necessity. No graduate has been successfully educated, who goes forth from college walls with his little personality magnified and his prejudices strengthened. This absolute simplicity and openness of mind makes possible the direct path to truth. It does not preclude the holding of opinions, but of conceited or narrow ones, and is practically the essence of Christianity, a charity which "envieth not, vaunteth not itself, rejoiceth not in iniquity, but rejoiceth in the truth, beareth all things, believeth all things, hopeth all things."

Education has certainly done somewhat for a man if it has sharpened the tools in his mental outfit, and left him a little cranial room to pack in somebody else's notions as well as his own. But the third essential in education is to teach him to utilize his powers and resources. In years gone by, many an idea, which might have been of practical value to the pupil in his education, had it received a stimulus to expression, dawned upon the young mind in vain, because unused. The greater aim among the best educators of to-day is to call forth more fully the expression of ideas. Not that the ideas are so valuable, but that the training afforded by their expression through any of the various mediums now offered in the schools is invaluable. The ideas may be partial and even false, but the teacher looks upon this phase in education as one means to an end, and that end the full development of the individual.

Suffices it to say, that there is more hope for the optimist that the world is ever growing better, as the salient points are more firmly grasped and truer and more direct methods are introduced in modern education.

—ALICE E. LORD, '99.

## Around the Editors' Table.

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AS, in our various absences from the college, we mingle with the "world-outside,"—to borrow a Shaker phrase,—to many of us comes the discovery that it is somehow not easy to talk with those whom we cannot meet, as we can our fellow-students, on the common ground of college affairs; in a word, that we are not brilliant, not even fair, conversationalists. So, though with some misgivings lest these, like poets, are born rather than made, we immediately set about developing our powers of conversation. This is as it should be. But meanwhile we ought not to forget that to listen well has been called as desirable an accomplishment as to talk well. Not a public speaker, not a musician, not a teacher, not a fine conversationalist, but will testify to the inspiration gained from a consciousness of the presence of intelligent, sympathetic listeners. There may seem few opportunities, in our busy student life, for acquiring an easy, brilliant style of conversation; but in recitations, in lectures, yes, even in chapel exercises, we may be forming those correct habits of listening which will form a part of that symmetrical culture so much desired by every one of us.

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THE ability to make the most of little pleasures is an accomplishment that usually receives a fair amount of attention among students. Half the glamour surrounding college life in the eyes of strangers springs from the abundance of improvised fun. It is the unexpected spread, the chance sing, the climb to the look-out on Mount David crowded in between the noon bell and the dinner bell, that flavor reminiscences to speaker and hearer alike. College *is* by all testimony the place for hearty extemporaneous frolics. There is no chance for a waste of time and strength in preparing for a simple good time, but those who have tried it admit, tacitly or otherwise, that all work and no play make Jack a dull boy and Jill a priggish, uncompanionable girl. There is no virtue in closing one's eyes, waiting for the large pleasures hoped for, to the every-day kernels of happiness in the path. Everyone has some passport from Hum-Drum Town, some escape from himself,—may be his violin, a book, his

own unaided fancy, or the common sights of out-of-doors. Happy the man in college or out, who is not obliged by his constitution or his habits to set a date and wind up his affairs and go apart from the world for a season to enjoy these privileges, but whose interests are so live and whose sense of proportion so just that the odd minutes are the "re-creation" times, and the needed relaxation is taken with no ascetic remorse for time wasted.

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WE think too little stress is laid on the importance of organizations which represent us abroad, and that it should be of interest to us that there are some who are willing to make extra efforts in behalf of the college. Our attention has recently been called to the reorganization of the College Orchestra and the newly-formed Mandolin and Guitar Club, and we desire to express our hearty approval. A practical method by which we as a college may show our appreciation, is by patronizing the talent right among us, when in need of music for special occasions, instead of hiring outside talent at such times.

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ABSORBED in the various duties and interests of college life, the student finds himself shut off, in a measure, from the busy world outside. But while he is thus temporarily removed from actual participation in active life, no student can afford to get out of touch with the world at large. He should endeavor to keep in sympathy with the interests of all classes, and be able to follow intelligently the course of events from day to day. He should watch the movements of the great nations of Europe, and note the progress of the world in distant lands.

But especially should he endeavor to acquaint himself with the great political measures and political conditions of his own country. To be sure, American politics of the present time do not present the high standard of purity and integrity that we would like to see, but this can furnish no excuse for neglect on the part of the student. If corruption and bossism prevail, the greater is the need for the college students of our land to interest themselves in politics. To the average student it seems that there will be time enough for such matters after college life is over. But what is the purpose of a college education? Is it not to prepare one for the activities of life? And surely no student is fully prepared for life who is not prepared for citizenship. At



the college as nowhere else can he study the political history of the world, and from the experiences of the past draw lessons for the guidance of the present. At college he finds every facility to study the great questions affecting our national welfare. The student owes it to his country to avail himself of these advantages. From the earliest period of our history to the present time the people have bestowed both care and money with lavish hand upon our higher institutions of learning. In return for this liberality they have the right to demand that the young men who step forth every year from these institutions shall be prepared to aid in deciding the great questions before us, and ready to take the lead in raising the standard of our political life.

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## Alumni Round-Table.

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### WHY COME TO BATES?

*To the Editors of the Student:*

COMMON topics on the surface of popular speech and thought do not always take hold deeply of life and conduct. The athletics of College, fittingly in the course and indispensable in due place and proportion, may nevertheless be over-emphasized in popular attention and reports.

The STUDENT, I think, was led astray by popular, yet false, notions, when it contained in its last issue the following paragraph:

“The course of study.....seems to be of secondary importance to prospective students; it is to the ‘College activities’ that we must look, to place our College at the head of the well-known institutions of learning. Not that we wish in any sense to detract from the value of study; but to state the facts: not the studies attract the Freshmen to our college walls, but rather, Base-ball, Foot-ball, the general Athletics, the Glee Clubs, the Literary Societies and all those things which we term outside affairs,—these are the things by which young men and women are attracted, if at all.”

The Seniors in Sociology have made a test of the motives which brought them to Bates. The following attractions were suggested:

1. Base-ball.
2. Foot-ball.
3. General athletics.
4. Glee clubs.
5. Literary societies.
6. The location of the College (because near home).
7. Denominational character and connection of the College.
8. Co-education.
9. Observed results in scholarship.
10. Because Bates specially sends out teachers.
11. The personal work and solicitation of the President.
12. Reputation of the Faculty.
13. Influence of alumni, former teachers and others.
14. Low scale of expenses.
15. If other reasons, specify them.

Fifteen girls and nineteen boys were present and gave answers to these inquiries, with the following results :

Nine gave but one reason apiece. Of these three were in Bates because of its location near home. Two had come here because of denominational connection, and two because of the influence of alumni. One had chosen Bates simply because of the low expenses and one by reason of the President's solicitation. Including now these nine, with the other 25, who gave from two to six reasons apiece, the reasons may be grouped as follows :

20 were attracted by the low expenses, 19 in connection with other reasons.

14 by the location of the College, 11 along with other reasons.

10 by the influence of alumni, 8 with other reasons.

9 because of the denominational connection, 7 with other reasons.

7 because, with other reasons, Bates has a reputation of fitting especially for the teaching profession.

With three the reputation of the Faculty had weight; two observed results in scholarship, and two took the literary societies into account.

Not one mentioned base-ball, foot-ball, general athletics, or glee clubs.

Whether these 34 seniors properly represent the whole College might easily be ascertained by a canvass of other classes.

But, if they do, as I think they do, then the direction of College work and College ambition, in order to attract students to these walls, should be along the following lines :

1. To keep expenses low. Twenty were influenced by this consideration. No College assessment should lightly be decreed, whether for athletics, societies, class outings, class badges, canes, gowns, caps, or souvenirs of any kind ; and the general custom and fashion should frown down display and expense.

2. The undergraduates should see to it that the College stands well before the local community. Fourteen came to Bates because Bates is near their homes. No parents should ever see conduct on the part of Bates students that would make them refrain from sending son or daughter here. Rivalries between the town and the College should be avoided. The whole body of students should prize the home reputation and make it stronger.

3. Ten were influenced by the alumni. Those who have received instruction at Bates know well its value. The alumni are loyal. The undergraduates need to reciprocate the interest which the alumni have in them, and should by every possible means keep the alumni informed concerning College life and College achievements.

4. The denominational connection influenced nine. This is a thing to be proud of. Bowdoin is a denominational college ; so is Colby ; and Brown, and Dartmouth, and Tufts, and Yale. Back of the College is a large number of churches and homes looking especially to Lewiston and ready to send sons and daughters here. These are all sources of strength. At the same time Bates is unsectarian and interdenominational. All denominations are at home here.

5. Bates has been specially successful in furnishing eminent educators to our country. This fact is recognized, and seven felt the influence of the fact in choosing the College which they would attend.

I do not say that athletics do not have value in advertising an institution and attracting a constituency. But it is easy to magnify and distort that value, and to overlook real forces, less prominent, yet more potent.

—A. W. A.

## PERSONAL.

'69.—W. H. Bolster, D.D., has lately removed from Dorchester, Mass., and is now pastor of the Congregational Church in Nashua, N. H.

'88.—W. L. Powers of Gardiner is vice-president of the Maine Ornithological Association and is also connected with the publication of the *Association*, as a member of its editorial board.

'91.—W. S. Mason is principal of the High School at Epping, N. H.

'91.—F. J. Chase, who is very successfully practicing law in Kansas City, Neb., is spending a few weeks in Maine and Lewiston.

'92.—Scott Wilson is City Solicitor of Deering, Me.

'92.—C. A. Tuttle is principal of the High School at Nahant, Mass.

'92.—A. P. Davis has just gone to succeed Rev. Mr. Twort as pastor of the Free Baptist Church in Lynn, Mass.

'93.—E. J. Winslow has left Lyndon Centre, Vt., and is now sub-master and instructor in physics at Farmington, N. H., where he is doing exceptionally good work.

'93.—A daughter was born on March 1st to Dr. and Mrs. Everett C. Perkins.

'93.—L. A. Ross, formerly principal in Guilford, Me., is now principal of the Leavitt Institute, Turner, Me.

'94.—Principal A. W. Small of Antrim, N. H., who recently visited the college, delivered a very interesting and instructive lecture on "Birds and How to See Them," at West Bowdoin, Wednesday, March 1st. Mr. Small is actively connected with educational work, and a short time ago gave a valuable talk on "Discipline" before the Contoocook Valley Teachers' Association.

'94.—S. I. Graves announces his engagement to Miss Gertrude Matthews of Augusta. The wedding will occur in June.

'95.—W. A. Brown, principal of High School in Dexter, Me., was in town this month.

'95.—Miss Dora Roberts of Auburn has recently accepted the position of assistant in the Lincoln Academy at Newcastle, Me.

'95.—The wedding of Mr. Leonard G. Roberts of Boston and Miss Mary E. Leavitt of Cambridge, formerly of Lewiston, took place January 23d. Mr. Roberts settled in the law business in



Boston a few years ago, having previously studied and practiced law with Judge Drew of Lewiston. The couple will make their home at 14 Wells Avenue, Dorchester, Mass.

'96.—A. B. Howard is settled pastor of the Free Baptist Church at South Danville, N. H. At the last Rockingham Quarterly Meeting, held at Newmarket, he delivered a remarkably interesting and helpful address on the "Spiritual Life." His work is meeting with great success and approval.

'97.—Everett Skillings is teaching in Montpelier, Vt.

'97.—E. F. Cunningham is principal of the high school in Mattapoisett, Mass.

Saturday evening, March 11th, several Bates graduates and friends gathered at the home of Everett Skillings, '97, for a few merry hours. Those present were—Everett Skillings, '97; Miss Gracia Prescott, '96; G. H. Conant, '98; Miss Emma Skillings, '98; Miss B. C. Hayes, '98, and Miss Mary H. Perkins, '98.

'98.—W. S. Parsons has been compelled through ill health to give up his position as principal of the high school in Guilford, Me.

'98.—Miss Emily Skillings is teaching in Vineyard Haven, Mass.

'98.—Misses Farnum and Maxim are both teaching at Martha's Vineyard Island, Mass.

'98.—Miss Bertha F. Files is home on her vacation from her school in Madison, Me., where she is assistant under E. M. Tucker, also of the class of '98.

'98.—O. A. Toothaker has recently resigned his position as night editor on the *Sun*, and expects to begin his duties as principal of the Paris Hill Academy in the spring.

The following are some of the visiting alumni of the past month: A. W. Small, '94; F. J. Chase, '91; W. L. Parsons, '98; Everett Skillings, '97; W. G. Brown, '95; and L. A. Ross, '93.

## Local Department.

### ATHLETIC EXHIBITION.

THE eighth annual Athletic Exhibition and third Indoor Meet was a grand success. City Hall was well filled with enthusiastic spectators, and the excellent showing made by the boys more than fulfilled their expectations, as was shown by many expressions of approval.

The programme this year contained many new events, among the best being a class relay race which was won by the Class of 1900. The interscholastic races were also a new feature and added much interest to the meet. The class drills were all exceptionally good and showed that much time and labor had been devoted to their preparation. The prize was awarded to the Class of 1901.

But the most interesting part of the evening's entertainment was the game of basket-ball between the Bates team and the Portland Y. W. C. A. "Maroons." The two teams proved to be very evenly matched, and the game was exceedingly close throughout. Two fifteen-minute halves were played, with five minutes intermission. At the end of the first half the score stood sixteen to twelve in favor of the Portlands, several fouls having been called on the home team. The tide turned in the second half, however, and the Bates men gained steadily on their opponents, the game ending with the score twenty-seven to twenty-five in favor of Bates.

The following is the programme of the evening:

Selection.	College Orchestra.
Club Swinging.	Class of 1902, Harrington, leader.
Swedish Horse and Spring Board.	Putnam, leader.
Dumb-Bell Drill.	Class of 1901, Stuart, leader.
Interscholastic Relay Race.	
	Latin School—Howe, Hines, Bliss, Hayes.
	L. H. S.—Winn, Beedy, Dirgin, Smith.
	Prize, silver cup, won by Latin School; time, 14 sec.
Broad Sword Drill.	Class of 1900, Stinchfield, leader.
Class Relay Races.	1901 vs. 1902, won by 1902.
	'99 vs. 1900, won by 1900.

Final won by 1900. Time, 12 1-2 sec.

Low Hurdles, won by Stinchfield, 1900; Moody, 1902, 2d; Call, 1900, 3d. Time, 4 sec.

Interscholastic 35-Yard Dash, won by Howe, Latin School; Bliss, Latin School, 2d. Time, 3 3-5.

High Hurdles, won by Stinchfield, 1900; Moody, 1902, 2d. Time, 4 3-5.

Thirty-five yard dash, won by Fowler, 1902; Elder, 1900, 2d. Time, 3 1-2 sec.

Potato Race, won by Donnocker; Moody, 2d. Time, 53 3-5 sec.

Basket-Ball Game, Bates vs. Portland Y. M. C. A. "Maroons." Score, Bates 27, Maroons 25.

BATES.		"MAROONS."
Halliday.	Forward.	Chase.
Richardson.	Forward.	Peterson.
Jordan.	Center.	Hadlock.
Stinchfield.	Back.	Belyea.
Fowler.	Back.	Sears.

Goals thrown by Bates—Richardson 10, Halliday 4, Jordan 1. Goals thrown by "Maroons"—Chase 6, Hadlock 4, Peterson 4, Belyea 1. Umpire 1st half, Bolster; 2d half, Ross.

### GLIMPSES OF COLLEGE LIFE.

#### ARS GYMNASTICA.

##### CANTO I.

Long ages past, in smiling southern clime,  
 Inferno's realms of shades were sung in rhyme,  
 And still to-day in college building old,  
 When Monday, Tuesday, Thursday round have rolled,  
 Once more dread tasks, ne'er ending, there are set  
 And none excuse from Billy Bolster get.  
 Behind the brick and stone of Hathorn Hall—  
 A place of fear and dread to maidens all—  
 There lies the Hades of these modern times,  
 The subject of these mournful, heart-wrung rhymes,  
 For gym work unrelenting summons sends,  
 To his grim task instructor harshly bends.  
 To enter Hades needs no special fit,  
 To enter not requires a lawyer's wit.  
 "Three hours a week," the stern official said.  
 "Who works not now may work next term instead."

##### CANTO II.

The first sight there which meets the victim's eyes  
 The monarch who doth all these tasks devise.  
 Deceptive is his countenance so calm,  
 Within there lurks so much the greater harm.  
 A being of prodigious strength of limb,  
 And ireful 'gainst the victims given to him.  
 Forgetful once that in the past, he, too,

Before from Senior up to Faculty grew  
 On days when hard by Monie pushed, he let  
 No hours of gym work on his conscience fret.  
 But now, supreme, he dictates what shall be,  
 And subjects bow in silence to decree.  
 Like Rhadamanthus of Tartarean field  
 His law is all in all, not e'er repealed.  
 His face belies him as a smile it wears  
 When some poor victim worse than usual fares.

## CANTO III.

The victims first assume peculiar dress,  
 And woe to her who doth this rule transgress.  
 In long and trembling lines at stern command  
 The Freshman, Soph'more, Junior maidens stand.  
 "Count off." They count with quaking, aching heart,  
 For who must take the dreaded pivot's part?  
 And who can tell her left hand from her right?  
 O, pity them, in sad confusion's plight!  
 And long, forced marches awkward squad must take,  
 Nor line, nor step, nor rank, nor order break.  
 Anxiety, grim care on every face,  
 A smile or careless thought may bring disgrace.  
 No rest or halt to tired limbs is given,  
 Their joints work on as if with iron riven.  
 Fear lends them strength; at last this torture o'er,  
 "One, two, right face, open ranks, left face, three, four."  
 Once more they bend unto their tasks in fright,  
 No mercy there extends to luckless wight.

\* \* \*

His direful wrath this day, is now appeased.  
 The tired, fainting shades are then released.  
 One thought alone for future brings relief,  
 Their Hades may burn, that cause of all their grief.

—Q., 19'.

The basket-ball men recently elected Halliday, 1901, captain.  
 A mandolin and guitar club has been organized with Willis,  
 1900, as manager.

Staples, 1900, preached at Wayne recently, in the absence of  
 the regular pastor.

E. B. Stackpole and J. N. Rogers, both formerly members of  
 1900, visited the college recently.

Tetley, Palmer, and Miss Coan were the judges selected by  
 1901 for their preliminary declamations.

Professor Stanton entertained the Bates Round Table at  
 Cheney Hall, Monday evening, March 13th.



An indication of the approach of spring,—the slumpy state of the co-educational pathway across the campus.

Mr. Knapp's first words after Professor Jordan's gentle hint concerning term bills were reassuring to some of us.

President Chase made one of the speeches at the recent banquet of the Pine Tree State Club at the Brunswick, Boston.

The college joins with 1900 in extending sympathy to Miss Ludwig, who was called home by the sudden death of her father.

G. E. Healey, 1900, has been elected manager of the Male Glee Club to fill the vacancy occasioned by the resignation of Marr, 1901.

First Junior—"Say, what sort of cake was that we had at the Junior reception?" Second Junior—"Angell cake, of course, you goose!"

The Sophomore preliminary declamations were given in four divisions, beginning Wednesday, March 15th. The time set for the prize division is March 24th.

The Juniors meet for an hour a week to discuss any questions which may arise in the recitations in Political Economy. The exchange of ideas proves very helpful.

The Bates orchestra, and Mr. Griffin as reader, assisted in the entertainment given at the Court Street Free Baptist Church of Auburn, Thursday evening, March 2d.

Ex-President Cheney has a valuable "Experience Letter" in the *Morning Star* of February 23d, relating many stirring events in the history of Maine since his active life began, and his share in them.

The committee on Senior parts have selected the following speakers for the annual Senior exhibition: Fuller, Palmer, Small, Wheeler, Calhoun, Hyde, Misses Chase, Coan, Hayes, Irving, Jordan, Lord, Rounds, and Thayer.

The STUDENT acknowledges with thanks the receipt of the monograph on "The Universe, or The Secrets of the Sun and Stars," by Henry Raymond Rogers, M.D., of Dunkirk, N. Y. The treatise has been placed in the library.

Bassett, '99, has resigned the presidency of the Athletic Association, and has been elected manager of the Base-ball team for the coming season in the place of Wheeler, '99, who was obliged to resign, not being able to do the work with his other duties.

The Y. W. C. A. have elected the following officers to serve for the coming year: President, Miss Marr, 1900; Vice-President, Miss Files, 1901; Recording Secretary, Miss Chase, 1902; Corresponding Secretary, Miss Libbey, 1901; Treasurer, Miss Gosline, 1902.

The college orchestra is doing good work, with Chase, 1900, as director, and Hunnewell, 1902, business manager. The make-up at present is as follows: 1st violin, Chase, 1900; 2d violin, Hunnewell, 1902; flute, Emrich, 1900; clarinet, Graffam, '99; cornet, Miller, 1900; trombone, Burke, 1901; piano, Demack, 1901.

As we go to press the announcement comes from President Chase that he has secured half the funds necessary for the new library building. The news was received by the students with high enthusiasm. The new library has been for a long time much desired, and now is an absolute necessity. May the end of the nineteenth century see it completed.

Both Eurosophia and Polymnia enjoyed a departure from the usual programmes at recent meetings. In the former Professor Leonard addressed the members on "Color in Nature," while in the latter Professor Hartshorn showed his audience, by his vivid word-painting, scene after scene from the land of Burns and Scott. Both talks were exceedingly interesting.

Notwithstanding the disagreeable weather on the evening of March 7th, a goodly number of the young ladies accepted Mrs. Hartshorn's invitation to a reception at her home. A part of the evening was spent in Spain, under the guidance of Miss Bartlett, whose fine collection of photographs was much enjoyed. Dainty refreshments were served, and the remainder of the evening was pleasantly passed in music and conversation.

1900 passed one of the pleasantest evenings of their course at Professor Angell's home on the occasion of his customary reception to the Junior Class. After some time spent in pleasant chat and in endeavoring to solve the problems presented to them at every turn, a programme was rendered, consisting of a cornet solo by Mr. Miller; flute solo, Mr. Emrich; banjo duet, Mr. Willis, Mr. Healey; vocal solos by Miss Summerbell and Miss Carrie Miller; a quartette; and readings by Miss Parker and Mr. Griffin. Refreshments were served in the dining-room, after which Mr. Ayer, as toast-master, introduced as speakers Mr.

Call, whose subject was "Our Outlook in Foot-Ball"; Miss Sears, "School-Teaching in the Country"; and Mr. Packard, "Gymnasium Work—especially the Swedish Horse." Another solo was then given by Miss Miller, also one by an old lady of eighty-five, whom only a small portion of the class had met previously. After an enthusiastic rendering of all the college songs in the book and a few as yet unpublished, the class trudged happily home through six inches of snow with nine rags on their lips and nine more in their hearts for Professor and Mrs. Angell and their daughter, whom they voted ideal entertainers.

On Wednesday evening, March 8th, Piæria gave an entertainment in the chapel. Following is the programme:

Piano Solo.—Selected.	Mr. Demack.
Reading—A Literary Nightmare.—Mark Twain.	
	Mr. Griffin.
Vocal Solo.—Selected.	Mr. Roys.
Violin Solo—Romance and Bolero.—Dancla.	
	Mr. Greenleaf.
Reading—High Tide on the Coast of Lincolnshire.—Ingelow.	
	Miss Goddard.
Vocal Duet.—Selected.	Miss Hayes and Mr. Roberts.
Piano Solo.—Selected.	Mrs. Ludden.

GIBSON PICTURES.

The Gibson Girl.

The Wonders of Palmistry,

In which he is told he will marry a blonde who loves him,  
but he will have to speak quick.

A Little Story,

By a sleeve.

Puzzle,

Find the wife of the man who is telling the story.

Their Presence of Mind.

That Delicious Moment,

In which you find you are to take out to dinner the girl  
who yesterday refused you.

The Triumph of Genius.

Two Blind Women.

Puzzle,

A funny story. Find the Englishman.

## College Exchanges.

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THE mastery of language is a faculty that is made, not born, and the student writer is to be congratulated who has attained such a grasp of English as to afford his reader the very delight of the original inspiration. Every one who has attempted to translate his ideas into writing, knows how the delicacy of thought vanishes, confronted with pen and ink and their accompaniment of Sentimental Tommy's desperate quest for just the right word. James Barney in "Pater and the Renaissance" (*Yale Literary Magazine*), has succeeded in tracing the very path of an elusive thought, to judge by the pleasure the development of the theme unfolds.

"The higher Cyrenaic theory of life, with its acceptance of all that is graceful in art and all that is noble in thought, appealed to the refinement of Pater. It presented infinite possibilities of subtle enjoyment with the cult of physical attractions, the activity of the senses and the rejection of the vulgar and the base. . . . For its followers, a graceful object had the same value as a noble action or a lofty thought. . . . To catch all the color, all the sensations, all the emotions, that administer to the most refined pleasure was the daily aim. . . . of their minds.

The article directly following is in striking contrast to this portrayal of Pater, "The Leonardo da Vinci of the Nineteenth Century,"—"William Morris," "the Viking of English poetry and socialism."

"The Death Mass," in the same number, is a sufficiently weird conception, but the diction is painfully modern and nervous for such a mediæval subject.

The *Tennessee University Magazine* has a sketch of "A Shop for Valentines" that shows a pretty fancy and a just sense of fitness. "Francois Villon" is an essay of rather more range of thought and freedom of expression than the average.

During the last few weeks the *Triangle* (University of New York) has published a series of "Three lectures and an introduction," upon "The College Man"; "The Grind," "The Idler," and "The Athlete," typical figures, recognizable in any student body.

"Mignon," in the *Undergraduate* (Middlebury College) has beauty of vocabulary and description, besides originality of tone, but the author has left too much reading between the lines for completeness.



"The Philatelist," in the *Tiltonian*, deserves mention for its vigorous presentation of the benefits at hand to the class of collectors it interests.

*Wellesley Magazine* brings store of good things. We quote with appreciation from its editorials, but congratulate the Wellesley editor that her wail of dissatisfaction is so little applicable to her own journal.

"It is the business of a college paper to present the best literary achievement of the college students. Whatever it be, the work must stand or fall on its own merit. Instead of writing fewer, we should write more verses, and write them happily and with the scrupulousness which is essential to any sincere expression in words."

Two stories in the *Wellesley*, "The Count," and "A Matter of No Importance," hold touches true to life, and a genuine pathos.

The *Pharetra* (Wilson College) prints a sketch entitled "An Every-Day Story," filled with feeling and vivid description, but unhappily marred by the unvarying shortness of the sentences.

*The Haverfordian* has an interesting account of English student life, which clears up many phrases and allusions obscure to American readers of "Tom Brown."

"Recent Politics in the Light of Destiny," in the *Amherst Literary Monthly*, shows a spirit of interest in history present and past.

Read "The Incidental Discipline of College Life," by T. Trotter, D.D., in the *Acadia Athenæum*. We need such addresses often to rouse us to the close association of the ideal and the practical, of aspiration and practice.

We welcome the *Red Man and Indian Helper* (Carlisle) to the reading-room and exchange table.

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THE ORCHESTRA.

The Strings.

We sing of life and of love and of hate,  
Of thoughts that are small,  
Of thoughts that are great,  
Of endless time and of changeless fate  
We sing—exultant sing.

The Wood-Wind.

We whisper of things that live and please,  
Of the twitter of birds,  
Of the murmur of trees,  
Of the soothing breath of the evening breeze,  
We whisper—whisper low.

## The Brass-Wind.

We sound of the valor and might of man,  
Of what he has done,  
Of what he can,  
Of the end of the war, of when war began,  
We sound wild-toned and loud.

## The Full Orchestra.

I throb with life,  
I sob with death,  
I whisper of love in the self-same breath,  
I sound of eternal fame.  
I sigh—I moan,  
I wail—I shriek,  
I murmur with joy,—I laugh,—I speak,  
Ever—yet never—the same.

—*W. G. Leland, Brunonian.*

## SELF-KNOWLEDGE.

There comes the breath of soul to earthly clay,  
When first Fate's heavy hand thrusts one aside  
From out the ranks, to watch the pulsing tide  
Of life sweep on, and leave him by the way.  
Night comes with phantom wings to mock the day,  
And folds him closer to her chilling side,  
And says, "Henceforth together we abide;  
Thou art alone,—alone thou art for aye."  
Affrighted, awed by his inheritance  
Of self, the human craving in him cries  
For one warm touch, one single kinship glance,  
But back upon him crowd his deep-torn sighs  
From out the dark. Then, rising from the sod,  
He stands erect, himself, alone with God.

—*Wellesley Magazine.*

## LINES.

When the year is growing mellow,  
Summer's birds are on the wing,  
Dark against the sunset's yellow,  
To the Southland hastening.

And the wander-spirit urges,  
As the migrant hosts depart.  
"Quit your life's contracted verges;  
Up and with them, idle heart."

Yet although the message spoken  
In my soul awakes refrain,  
Well I know my wings are broken,  
I may never fly again.

—*Amherst Lit.*

## THE ÆSTHETIC STUDENT.

I cannot study in the balmy Spring,  
 When gentle sunlight steeps with gold the green,  
 And Nature's beauties longing to be seen,  
 Call forth with jocund voice each living thing.  
 I cannot study when the heavens fling  
 From black foreboding clouds a liquid sheen,—  
 A dreary veil of woe, whose folds between,  
 Earth's features gaze, convulsed with sorrow's sting.  
 I cannot study where the sultry Sun  
 Glares down in fury o'er the hapless land,  
 Nor when in drear midwinter, coldly bland,  
 His smiling course in heatless warmth is run.  
 My soul is too refined for such a lot.  
 Let common mortals study; I cannot.

—Miami Student.

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 Our Book-Shelf.
 

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Unless we have successfully tested our powers by reading "The Black Cat," "The Tell-Tale Heart," or some work of that class, we had better read "The Turn of the Screw," the first of two stories that compose *The Two Magics*,<sup>1</sup> before night. The writer considered himself proof against anything supernatural, on paper at least, but is obliged to confess to a shudder of horror while reading this work. By the way, the author, Mr. Henry James, seems to have developed an appetite for the horrible of late. That the work is written with rare literary skill must be confessed without reservation. Miles and Flora, two children of exquisite beauty and refined manners, have no one to care for them except a young governess and an old servant. Before the coming of the new governess, who is the story-teller, Miles has come under the influence of his uncle's unscrupulous valet, Peter Quint, and Flora under the influence of Miss Jessel, a former governess, who has conspired with Quint. At the beginning of the action Quint and Miss Jessel are dead, and their ghosts appear, even in daylight, to the new governess. We are horrified with her when we learn that the children not only saw the apparitions, but liked to see and if possible get close to these corrupt spirits. They "enjoy being haunted—desire to become base according to the tuition of Peter Quint and Miss Jessel." By deceiving their governess in every way possible they gain the desired communion with these destroyers, who, incalculably vicious themselves, try to ruin the souls of the children. The second piece is of altogether different calibre, though there is little in it worthy of remark.

Humorists, so-called, have sprung up by the score since the coming of Bill Nye and Mark Twain, misguided, apparently, by the idea that anybody can be funny. No words of mine are needed to show the error of this,—the works of nearly all of them proclaim it. But Mr. Dunne, of the *Chicago Journal*, must be ranked among the foremost humorists of

the modern world. A keen sense of the ludicrous, in whatever relationship it is displayed; a good command of the humoristic vocabulary; witty and fantastic conceptions, all combine to make his observations intensely laughable. *Mr. Dooley: In Peace and War*<sup>2</sup> is one of the very few readable humorous works that have come under the writer's notice. Probably the "Dooley" paragraphs are familiar to nearly every one who reads the daily newspapers. Mr. Dooley is supposed to be a prosperous saloon keeper, living on the Archey Road in Chicago, and, having been twice outside his ward during the last twenty-five years, considers himself eminently fitted to pass judgment upon anything that comes to his notice, "from military strategy to women." The humor is sustained throughout.

We have just received from The Terry Engraving Co., a neat and very attractive little book, entitled *Nature Songs and Stories*,<sup>3</sup> by Harriette M. Mills and Elsie A. Merriman. This book is designed for the children in the home, school, and kindergarten. Believing that the mind of the young child is best awakened to intellectual and moral consciousness by the various operations of nature, the authors have vividly set forth the beauties of nature in dainty verses, charming stories, buoyant songs and attractive pictures. The subjects introduced are spring, autumn, winter, the birds, the flowers, the clouds, and subjects for prayers and hymns. The plan of the work is unique. The general idea, although not followed out in every instance, is to introduce the thought by a short poem, followed by an interesting story; the whole idea to be interpreted through the bright song which follows the story. The book is profusely illustrated in a way to attract the eyes of the little people. We believe that this work is beneficial in modern juvenile education, and that it will prove to be a valuable assistance to those who have the education of the young mind in their care.

*A Laboratory Manual in Astronomy*<sup>4</sup> has been received from Ginn & Co., that cannot fail to be a very useful text-book. It is evidently designed as a laboratory manual for beginners, and as such is exceedingly well written and arranged. Much of the work can be accomplished by a small telescope, with an object-glass not larger than two inches. Considerable space is given to directions for constructing home-made astronomical instruments, such as the circle, the transit tube, etc. The book is within the comprehension of any one who has taken even a very elementary course in astronomy. The explanations are very clear and precise.

<sup>1</sup>The Two Magics, by Henry James. The Macmillan Co. \$1.50.

<sup>2</sup>Mr. Dooley; In Peace and War. Small, Maynard & Co. \$1.25.

<sup>3</sup>Nature Songs and Stories, by Harriette M. Mills and Elsie A. Merriman.

<sup>4</sup>A Laboratory Manual in Astronomy, by Mary E. Byrd. Ginn & Co.



## Gleanings.

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The students at Wellesley presented the French comedy, "L'amour Medecin," in the Barn, January 21st. The major share of the proceeds, \$110, goes to supply books for the French library.

The Y. W. C. A. of Middlebury College raises money for Northfield expenses by a course of three lectures given by members of the Faculty. The college girls assisted Santa Claus in his visit to the town, enabling him to reach one hundred and seventeen children whom he would otherwise have missed.

Harvard will soon possess a building for the social centre of the university, with the religious societies as a basis. The idea of this originated with Bishop Brooks, whose name the new building is to bear. The Christian association, St. Paul's Society, the Religious Union, and the Catholic Union will have rooms in the house.

At Miami University the semi-annual examinations are conducted in the regular recitation periods. For instance, if you have a study running four hours each week, the professor may use all these for examination periods, or if satisfied with one hour, leaves you at liberty for the rest of the week. If you fail to pass during the regular hours and a second examination is called for, the professor may say, "One dollar, please."

Colby's new scientific building is a large stone building with red trimmings, situated on the southern part of the campus a considerable distance from the street. It is nearly completed.

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This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Roger Williams Hall, a new and beautiful building, and is in charge of a special Faculty appointed by the College corporation.

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Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

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This school was established by vote of the Trustees, June 27, 1894, to provide for the needs of students not qualified to enter the Divinity School. Its students have equal privileges in the building, libraries, lectures, and advantages already described. Its classes, however, are totally distinct from those of the Divinity School, the students uniting only in common chapel exercises and common prayer-meetings.

This department was opened September 10, 1895. The course of study is designed to be of practical value to Sunday-school superintendents, Bible class teachers, evangelists, and intelligent Christians generally, as well as to persons who contemplate the ministry.

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