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SWINGING

Swing slow
To and fro,
Lulled by breezes
Whispering low.

On the old barn floor the sun lies warm.
Through the chinked walls the light beams swarm,
With the merry notes their radiance floats,
Dipping and swaying like fairy boats.

Swing, swing.

To the dusky eaves, the hay is piled
Of daisy and clover with fragrance mild,
'Tmid the grasses dry, their crushed heads lie
To the playful breeze they sadly sigh.

Swing, swing.

From the darkened beams the swallows bubble,
"A nest has fallen! Trouble! Trouble!"
A flash of white, 'tis the pigeon's flight,
Wheeling, a shadow across the light.

Swing, swing.

Through the open door the scene is bright,
Of grass, and trees, and wavering light,
In the vivid green the cherries' sheen
Comes and goes, as the branches lean.

Swing, swing.
In the smiling day, my soul is blest
My tired head 'gainst the ropes I rest.
In the air so calm is a soothing balm,
The world's asleep 'neath Summer's palm.

Swing slow
To and fro,
Lulled by breezes
Whispering low.

A. J. D., '08.

TESTS OF NATIONAL GREATNESS

There are many standards by which greatness is measured. The prize-fighter is a great man in the estimation of a large class of people because physical strength makes the strongest appeal to that class. To another class the mental capacity of a man is his test of greatness. While to a third class, the man who has an unimpeachable character and uses his life as an inspiration to higher morals is the truly great man.

So with nations there are many tests of greatness and perhaps we may apply much the same tests to nations as to individuals. Certainly the great nation must be endowed with physical strength. Then it must also consist of a people with high mental ability. And finally, its greatness will depend very largely upon its moral influence among nations.

First, we may apply the physical test of national greatness. While position may not be the supreme test of national greatness, it certainly has its share in determining how strong a nation may become. If Brazil were endowed with the greatest natural resources it could not stand as one of the great nations of the world because the climate is not such as would promote the best in its people. Switzerland, on the other hand, may have the best of climates for the development of strong-minded people, but its isolated position in the mountains debarrs it from becoming a great power. Doubtless the strongest nations will always be
those situated in the temperate zones, with a good communication by water with the outside world.

Another test of greatness is the natural resources which a nation possesses. The nation with navigable rivers, fertile land, great forests and mineral wealth, has a decided advantage over the nation which does not have these.

As there are times when a man's physical strength is taxed to the utmost so crises arise in a nation's life which show unmistakably its strength. Russia and Japan have recently had this test applied. Japan had stood the test, while Russia has failed. Why has it resulted thus? One of the most potent factors in bringing about this result was the feeling of the two peoples toward their governments. In Russia the common people are oppressed and have no voice in the government. There is nothing of the unity of purpose among the Russian people which exists among the Japanese. The Russian government is under the constant fear of rebellious outbreaks and possible revolution while in Japan, where the people have a voice in their own government, every man, woman and child will do his utmost for his country. It is patriotism which has enabled Japan to be successful. It was patriotism which enabled the ten thousand citizen soldiers of Athens to defeat the Persian army twelve times as great at the Battle of Marathon. It was patriotism which enabled our forefathers to lay the foundations of independence upon which our nation exists.

Thus far we have considered physical tests, but the nation which is physically strong is not necessarily the great nation. China has the physical strength of a great territory favorably located and densely populated by a people ready to die for their country, but she does not stand as a really great nation. Her civilization will not stand the test. A nation to be great must be progressive. The people which has not advanced beyond the civilization of its fathers stands for little at the present time. As the educated individual has a tremendous advantage over the uneducated one, so the nation which affords its people the best education will be far in the lead of the nation which is careless in this respect.

It is the people that make up the nation. Therefore, the
character of the people will ultimately affect the strength of
the nation. When America was settled the greedy Span-
iards took possession of much of the richest territory, but
the nation which sprang from the hard-working, liberty-
loving English settlers, stands to-day for far more than any
country settled by Spaniards.

No nation whose people is uncultured, indolent, selfish,
and intemperate, can attain greatness. No nation will rise
above its ideals. The higher the ideal the greater the
achievement. Therefore the nation with people of deep
religious nature is bound to stand while the nation with low
religious ideals must go ever downward.

As a final test of a nation's greatness let us consider its
influence upon other nations. In any company of people
there are always some who are leaders. After these the
others follow, they think as these think, speak as these
speak, act as these act. So among nations there are some
which have great influence over others. All the nations of
America respect and stand in awe of the United States, and
there is good reason for it. They know well that the
United States has been the means of protection from the
greed of foreign nations. Perhaps no other act of the
United States has so impressed her greatness upon the
nations of the world as her maintenance of the Monroe
Doctrine during the last eighty years. When such nations
as England and the United States say "Let there be peace,"
the nation is rash indeed that attempts to carry on war.
How many wars have been averted during the last few
years through the influence of other nations! Truly this is
a remarkable proof of the greatness of those nations.

The great nation, then, must have strength in position,
strength in natural resources, strength in government, and
then if war comes she will be able to withstand the strain.
Furthermore, her people must be civilized, progressive, and
have high ideals. And finally, the great nation must exert
such an influence that she will materially affect the course
of the world's history.

1907.
NE afternoon in December I stood in the doorway of a camp which nestled at the foot of a mountain in a grove of stately pines and lofty hemlocks. Before me the broad lake stretched away numb and silent in the grasp of winter. Dark needles and leaves covered the ground with here and there a cone. It was about four o'clock and the sky was gray, the atmosphere as sombre as a nun. Behind me the blaze in the fireplace danced fantastically up the chimney. Outside the beautiful snow began to fall in large, white flakes. Softly, almost gently, it began to cover the earth. One lone, solitary fisherman was going the rounds of his holes in the ice as I turned and entered the camp with its cheerful fire, thankful for a protection against the storm, delightful yet merciless.

After my evening repast I lay down on my hemlock bunk for a night of calm repose. For a while I gazed into the flickering fire, dreaming of lofty ambitions and worlds yet to be conquered—and so dropped off to sleep.

In the early dawn I was aroused from my slumbers by my dog who came and placed his wet nose in my hand. The fire was still smouldering on the hearth and gave a feeble light. In one corner of the camp a little pile of snow had sifted in between the logs. I arose and looked out of the door. The beautiful sun, in all its glory, was coming up over the mountain. It glistened and sparkled on the newly fallen snow which covered the earth, like the white linen that covers the wine at communion.

Having shared my morning meal with my faithful dog, I put on my snowshoes, took my gun, and started out on a tramp. The branches of the trees, the bushes, the rocks, all were covered with a white mantle; and the eight or nine inches of snow which had fallen during the night made a soft carpet for my feet. From a distance I heard the baying of my hound, slow at first, when he had struck the trail but was still doubtful, then quickening as he became more convinced that a cottontail had crossed that way, and at last that steady cry that tells every hunter that the chase is on.
Even as I heard the clear tones of the hound I saw a big, fat rabbit, clad in his white winter costume, jumping along hardly touching the ground, going seven feet at a leap. I hurriedly took aim and fired. My hand was unsteady. He merrily bounded away uninjured—and I was glad. For, after all, is not a rabbit prettier alive than dead? Then the yelps of the dog came again to my ears less and less distinct until it finally died away in the distance. He had pursued his game around the farther side of the mountain from whence the sounds came to me no more. I was left alone! Alone in that great forest with its majestic trees towering above my head. A feeling of awe came over me as I realized that the Spirit of the Woods was pervading my soul.

In the twilight I returned to the log cabin after a day of rapture in the woods. I stood again in the doorway of my camp and looked out over the lake. The full moon was rising from behind the hills and shedding its soft rays through a vista of firs and spruces. The mellow light of the great, round disc was reflected on the gittering snow and seemed to fill my whole body with a quiet pleasure, making me glad that I was alive.

1908.

THINKING, THE END OF EDUCATION

A STEADILY increasing number of schools and colleges in our land, and an ever growing army of students, prove without doubt the importance of education. Therefore we do not consider its importance, but the object or end of education. We may define it in various ways, such as mental training, cultivation of feelings, and acquisition of knowledge; and in its broader meaning it is sometimes called technical, moral, physical, or esthetic education, each of which will explain itself. To be brief we may consider education as the cultivation of the mind by the acquisition of knowledge, and we have to find if its purpose is to promote thought, feeling, or the interest of business.

The people of to-day are greatly changed from those of the past in manner of living, thinking, and in their attitude
THE STUDENT

toward public questions. Inventions, laws, and educational progress show plainly that change which we call advance in civilization. Prominent in the institutions it has made powerful stands the school. The primitive people needed few books, had no time for them, cared little for them. Of the hosts of people who have lived, comparatively few literary names have remained; and we call the ages, in which they lived, barbarian. To-day the best thought of hundreds of men is being scattered abroad to shed its influence where it may. Education has been recognized and the thought of one becomes the thought of all.

Books, however, are not essential to thought. A host of secluded men of genius rise to prove the truth of this. Thought started without the impetus of other ideas. Moses and Lyceurgus must have laid their law foundations in their own fertile brains; Aristotle, Plato, and Socrates must have done individual work and original thinking. Their philosophy stands to-day and holds its place in philosophic fields. But how much more rapidly thought has advanced since the advent of educational books until the past century is called the shining star of the ages in the furtherance of knowledge and the broadening of thought!

We need not make light of the power of natural ability, for it is of great value in the make-up of a man. Nature endows man with particular power in certain directions and by using his talent he becomes to a degree skilful. Yet he needs training. Others have felt the same power and have given their thoughts to aid his ideas. For best results from labor, ages have proved that contact with other minds is necessary, even for the master, for in this age of specialization, no one can hope to know a whole subject, separate from its parts, and must study the details of each part. Thus by parts he is aided in making a suitable whole.

But even though the great natural ability can be aided, it is not wholly for the masters that education exists, and indeed examples of the past show that education is the great factor in the thought of men to-day, for the market is full of books written by men of ordinary genius, under the stimulus of educated thought.
See the man in the street and the one watching him from his office. Both have an honorable business. We have many a picture of the poor laborer's home and when we unconsciously compare the comforts of the two men we feel that the business man has the more pleasant life. The hard toilers do so from the fact that they are obliged to do something. The difference comes from education, for although it ultimately affects the sort of work, it principally directs the thought.

We constantly seek a broader course. To meet the world to-day, a knowledge of more than one thing is required, an education that shall be an aid to thought at all times. We need practical Economics for its general view of business laws; we want to know, too, the story of our country's growth. It is well to appreciate a bit of literature; there is an advantage in knowing why bricks fall and balloons rise; and it gives a greater respect for Nature, to understand some of the laws that seem to govern her. This practical thinking it is the part of education to give.

Then, lest education of this sort should be too general for specific business, the post-graduate school has been established affording chance for special study. Here the symmetry of thought is not at all destroyed but that part is more fully developed which is of greatest importance.

We live in an age when the knowledge of sciences far surpasses that of any other time. This knowledge has been acquired by the combined thought of able men and is being transmitted to people to-day through the agency of what we call education. Having acquired this in part, men find they can think more clearly than before, and solve more easily the problems that confront them. Since men recognize the need, and strive for education it must have some object or end. The advance in civilization that accompanies its progress, its power in the lives of men, and its general acceptance, force me to believe that it strikes at the mind of man, and tends to make of every man a "thinker."

P. H. Blake, '05.
ATLANTIS
A Fanciful Theory and the Reasons Therefor

Among his works Plato tells us the traditional story of the destruction of a continent, now lost. Plato's story was not a mere dream or fancy on his own part but rather it was the Egyptian tradition of the "Lost Continent," told as he heard it. With this tradition used as a basis many theories have been formed concerning the "Lost Continent," some of them quite probable.

One of these theories is the theory of Atlantis. Stated briefly it is as follows:

A continent once existed that stretched from Gibraltar to the Caribbean. It was the cradle of the human race. On it a high civilization arose and from it sprang the races both of the old and the new worlds. Its destruction was the deluge.

Authentic history goes back only a few thousand years and then it becomes tradition. Traditions are stories handed down from generation to generation, most of them enlarging and growing until they become improbable and are cast aside as false. Some few of these stories, when there is a very important event connected with them, the people come to believe implicitly. When, however, we find a story handed down as a tradition, not by one people but by a number of different peoples, widely separated and having different customs and languages, then we may be assured that this tradition is approximately true.

In the deluge legends we have a striking example of a legend almost universally believed. Every nation in the world including the North American Indians and the Ancient Peruvians and Mexicans with one exception, the negro race, had legends of a great flood that once destroyed all living things. Of course it would be impossible for the whole earth to be inundated by a rainstorm of any duration, for we all know that which falls in the form of rain was taken from the earth and sea in the first place.

This fact, however, does not explode the deluge theory.
Some scientists claim that the flood was caused by a sudden sinking of the land accompanied by volcanic eruptions.

For examples of phenomena of this kind, take the terrible tragedy at Martinique, the volcanic eruptions in Iceland, and the subsidence of the land in Java.

The fact that all nations have traditions of a great flood shows very conclusively that at some time such a catastrophe must have occurred. The only way in which it could have occurred I have previously shown.

In view of these things the people who lived before the flood must have inhabited a land now submerged beneath the sea. Evidence points to the central portion of the Atlantic Ocean as the place where this lost continent of Atlantis was located. I shall try to set forth as briefly as possible the reasons that are held for believing this to be so.

First, take the deluge legends. The deluge legends of Egypt and Mexico are nearly alike except in minor details, but as one goes eastward from Egypt he will find that the legends begin to change. Thus in Asia they believed the deluge was simply a downpour of rain, while in Egypt, the story tells of waterspouts and of the "fountains of the deep." These are the very phenomena that attended the eruptions and subsidence of the land in Java.

Thus, the Egyptians who lived nearer the scene of this catastrophe than other nations, tell us a story that is probably true, while the nations further inland have varied their stories according to their ideas of what the deluge might have been. People living as late comparatively as the Ancient Greeks, believed that the Atlantic Ocean could not be navigated on account of the amount of mud on its surface. After the subsidence of the land in Java the surrounding sea was unnavigable for the same reason.

The Ancient Mexicans claim that their ancestors came from the land of the rising sun. The inhabitants of the Canary Islands, the Basques who inhabit the heights of the Pyrenees and the Mexicans, all speak languages that are nearly alike. These people, then, must sometime in the past have lived together as one race, or they are branches of the same race.
In Mexico and Peru all the weapons of warfare and the utensils of peace bore a striking resemblance to those used in Egypt. Both countries have pyramids almost exactly alike in the most minute details. The inhabitants of both worshiped the sun as their chief deity; they both embalmed their dead. The legends of one claim that their ancestors came from the east; the legends of the other claim that they came from the west. All these facts point conclusively to a former land connection between Egypt and Mexico and also to the fact that a highly civilized race, the parent stock of both Egyptians and Mexicans, inhabited the land.

---

**TRUST**

Let come, dear heart, whatever may;
With thee to love me, it is day.

Though through a dreary world I roam,
With thee beside me, there is home.

While thy beloved face I see
Undreaded shall my future be.  

E. W. A., 1908.

From the German of Storm.
To the Class of 1909:

We are glad to have you with us, and hope you will always count the coming four years among the most pleasant and profitable of your lives. Experience shows that the best way to gain this is to take at once an active interest in everything connected with the college. Attend the games; join one of the literary societies, and the other societies organized to forward college interests; and take, read, criticise, and contribute to the STUDENT.

We should like to see the flag of our country floating every day from the flagstaff on the chapel. As an educational institution, we should be more patriotic than the people at large. The custom of keeping a flag floating over high schools and common schools is almost universal in our country to-day. Why should we be behind others in showing that we are Americans and are proud of it? Let's have the flag out, on every fair day, at least.

In the prominent fitting schools of Maine, if not in all of them, there are attractive pictures of one or two of our sister colleges. There ought to be pictures of Bates, her campus and buildings, placed alongside of these others. Many beautiful pictures have already been taken, and there is a great chance for more. They would compare favorably with views of any college in Maine and would give young men and women some definite idea of our college. We should like to see those who are engaged in furthering the interest in Bates have pictures of the college placed in prominent schools throughout the state at once.

Last spring we mentioned the fact that it would be as great convenience for the students if the library were kept
open evenings, or at least two or three evenings a week. Again we urge a trial of this suggestion. How can the men who have foot-ball and track work in the afternoon get time to use the library? Take the program of these men, especially in the upper classes—recitations in the forenoon, laboratory hours at least three times a week in the afternoon, and foot-ball practice or track work from three until supper time. How can these men be expected to make use of the opportunities offered by our library? It would be convenient to all of the rest as well as to the athletes. Give us a chance to use the library at the only time of day when many of us are absolutely free.

The Student is of necessity somewhat late owing to the opening of college so far into the middle of the month. We shall try to avoid this during the rest of the year.

MANAGER'S NOTICE.

The management wishes to state to the subscribers instead of sending receipts in acknowledgment of subscriptions paid the check system will be used. That is the date on the wrapper will show the date to which the subscription is paid.

MATTERS OF INTEREST TO US ALL

One more class has come to us and is enjoying the rare good fortune of seeing and hearing our good old Johnny and feeling his kindly interest. We wish this pleasure to many classes to come, that more men and women still may have the helpful remembrance of a grand and noble man.

The names of the entering class are here catalogued, for help to students and as a matter of interest to those without:

- Alvernon Melvin Adams, Millinocket High.
- Helen Wilson Adams, Jordan High.
- Arthur Cyrus Bailey, Lisbon Falls High.
Amy Etta Bartlett, Edward Little High.
Eloise Sprague Bateman, Jordan High.
Orel Merton Bean, Maine Central Institute.
Laforest Blodgett, Bowdoinham High.
Percy Hilton Harris Booker, Bridge Academy.
Willard Sands Boothby, Jordan High.
Corinne Mildred Brown, Malden, Mass., High.
Alta Belle Brush, Jordan High.
Frank Winslow Burbank, Paris High.
Harry Merrill Card, Lisbon Falls High.
John Murray Carroll, Maine Wesleyan Seminary.
Frank Cary, Leavitt Institute.
Ray Andres Chapman, Paris High.
Winnifred Amelia Chapman, Jordan High.
Bertha Sarah Clason, Gardiner High.
Stephen Aratas Cobb, Jr., Gardiner High.
Isaac George Cochran, Rochester, N. H., High.
Ray Cole, Edward Little High.
Dora Gordon Coolidge, Simonds Free High, Warner, N. H.
Georgia Mabel Cooper, Edward Little High.
Florence Elizabeth Copeland, Melrose, Mass., High.
Adelina Estelle Crockett, Lisbon Falls High.
William Gladstone Crommett, Chelsea, Mass., High.
Phyllis Caroline Culhane, Gorham, N. H., High.
Edith May Davis, Jordan High.
Fred Joseph Dionne, Presque Isle High.
Thomas Libby Dixon, Wilton Academy.
Florence Marie Dunn, New Gloucester High.
Scott Sidney Eekhoff, Chelsea, Mass., High.
Jesse Cleveland Ellis, Wilton Academy.
Guy Wilber Farrar, Paris High.
Lucy Elizabeth Farrar, Jordan High.
Alice Adams Foss, Portsmouth, N. H., High.
Henry Lester Gerry, Jordan High.
Earl Clinton Goodwin, Leavitt Institute.
Agnes Donald Grant, Vinalhaven High.
THE STUDENT

Georgia Mabel Greenleaf, Edward Little High.
Frank Wesley Hackett, Bowdoinham High.
Grace Ethel Haines, Portland High.
Herbert Francis Hale, Maine Wesleyan Seminary.
Fred Leroy Hamilton, Presque Isle High.
Mary Hardie, Bowdoinham High.
Charles Lester Harris, Maine Central Institute.
Archibald Lambert Hayden, Maine Central Institute.
Georgia Etta Hodges, Norridgewock High.
Grace Everlina Holbrook, Manchester, N. H., High.
Wallace Floyd Holman, Wilton Academy.
Horace Irving Holt, Freedom Academy.
Alice Elva Howard, Brockton, Mass., High.
Alice Mildred Humiston, Conant High, E. Jaffrey, N. H.
Florence Mabel Hunt, Gardiner High.
Adria Anna Hutchinson, Berlin, N. H., High.
Arthur Irish, Leavitt Institute.
George Edwin Jack, Bowdoinham High.
Nellie May Deering Jack, Portland High.
Ernest Delmore Jackman, Maine Wesleyan Seminary.
John Poland Jewell, South Portland High.
Fred Reuel Jones, Maine Wesleyan Seminary.
Dana Stanford Jordan, Pennell Institute.
Fannie Pearl Jordan, Edward Little High.
Angie Estella Keene, Jordan High.
Eleanor Keough, St. Johnsbury, Vt., Academy.
Jessie Mabel King, Jordan High.
Fred Milton Loring, Edward Little High.
Alzie Edrie Lane, Gardiner High.
Ernest Everett Larrabee, Edward Little High.
Olive Mary Lasselle, Field High, Leominster, Mass.
Walter Brooks Leach, Norwell, Mass., High.
Warren Edgar Libby, Edward Little High.
Arthur Fay Linscott, Maine Central Institute.
Charles Emerson Lord, Lisbon Falls High.
Fred Milton Loring, Edward Little High.
Fred Collins Lovejoy, Wilton Academy.
Lilla Estelle McIntyre, Bluehill—George Stevens Academy.
John West Manter, Maine Wesleyan Seminary.
William H. Martin, Manchester, N. H., High.
Alethea Caroline Meader, Jordan High.
Helen Maybel Merrill, Edward Little High.
Harry Claire Miller, Winthrop High.
John Perley Morrell, Litchfield Academy.
Arthur Edwin Morse, Wilton Academy.
Chesley W. Nelson, Boothbay Harbor High.
Jessie Hague Nettleton, Manchester, N. H., High.
Raymond Silvester Oakes, Edward Little High.
Rodney Gerald Page, East Maine Conference Seminary.
Clinton DeWitt Park, Presque Isle High.
Frederic Metcalf Peckham, Jordan High.
Harrison Morton Peterson, Gardiner High.
John Francis Pevare, Tilton, N. H., Seminary.
Carl Thatcher Pomeroy, Jordan High.
Elsie Mabel Pomeroy, Yarmouth High.
Amorette Emery Porter, Maine Central Institute.
Carl Russell Purinton, Morse High, Bath.
Carl Herman Ranger, Wilton Academy.
Charles Everett Roseland, Edward Little High.
John Bryant Sawyer, Ricker Classical Institute.
Mycer Segal, St. John, N. B., High.
Clara Agnes Sharp, Jordan High.
Louise May Small, Coe’s Northwood, N. H., Academy.
George Hawthorne Smith, North Berwick High.
Nellie Barrows Smith, Edward Little High.
Mark Emery Stinson, Morse High, Bath.
Herbert Lewis Story, Cushing Academy, Ashburnham, Mass.
Edith Winnifred Swift, Edward Little High.
Edith Marie Tetreault, Cony High, Augusta.
Paul Cleveland Thurston, Gould’s Academy.
Edith Lowe Tobey, Norridgewock High.
Adelaide Roberts Turner, Vinalhaven High.
Joseph Bertram Wadleigh, Sanborn Seminary, Kingston, N. H.
John Thaddeus Wadsworth, Gardiner High.
Iola Agnes Walker, Rumford Falls High.
Nellie Blanche Waller, Westford, Mass., Academy.
Laura Maude Weare, Edward Little High.
Grace Simmons White, Deering High.
Arnold Lewis Whittier, Lisbon Falls High.
Joseph Alfred Wiggin, Portsmouth, N. H., High.
Louis Burton Woodward, Bridge Academy.

OFFICERS FOR 1905-06

Athletic Association.—President, R. L. Kendall, '06; Vice-President, H. M. Davis, '07; Secretary, Bridges, '08. Directors, Connor and Johnson, '06; Merrill and Rich, '07; Schumacher and Fraser, '08. Advisory Board, Merrill, '06; Bowman, '07. Alumni, J. L. Reade and L. B. Costello.

Class of 1906.—President, John C. Merrill; Vice-President, Harry A. Allen; Secretary, Miss Blanche Bragdon; Treasurer, Irving G. Davis; Executive Committee, D. J. Mahoney, Chairman; Miss Elvina Young, H. W. Stevens, Charles L. Phillips, Miss Gladys Spear. Chaplain for Ivy Day and for Senior year, M. L. Gregg. Committee on Class Book, Jordan, Miss Rich, Miss Libbey.

Class of 1907.—President, E. S. Foster; Vice-President, N. H. Rich; Secretary, Miss Quimby; Treasurer, E. P. Colson. Executive Committee, Miss Lillian Latham, L. S. Merrill, H. I. Frost, R. L. Heminway, Miss Beulah Mitchell. Chaplain, F. W. Jackson.

For Ivy Day.—Orator, J. S. Pendleton; Poet, Miss Mabel Keist; Ode, Miss Quimby Presentation Orator, E. K. Boak; Toast-master, H. M. Davis; Toasts, Miss Willard, Miss DeRochemont, J. F. Pierce and J. C. Holmes; Chaplain, F. W. Jackson; Marshal, E. P. Freese.

Class of 1908.—President, G. W. Schumacher; Vice-President, H. B. Pingree; Secretary, Miss Lina Jones; Treasurer, W. V. Sweetland. Executive Committee, Guy Tuttle, Chairman; Miss Izora Shorey, G. C. Haynes, Miss Marion Knight, G. W. French.

Euroosophia.—President, Wayne C. Jordan, '06; Vice-
President, Guy V. Aldrich, '07; Secretary, Miss Helen J. Knox, '08; Treasurer, George W. French, '08. Executive Committee, Leon G. Paine, '06; Miss Florence B. Lamb, '07; Thomas S. Bridges, '08.

**Polymnia.**—President, A. G. Johnson, '06; Vice-President, John Pendleton, '07; Treasurer, Boak, '07; Secretary, Miss Myrtle Schermerhorn, '08; Assistant Secretary, Miss Ruth Sprague; Executive Committee, J. C. Merrill, '06; Miss Hillman, '07; G. C. Haynes, '08.

**Piaeria.**—President, W. W. James, '06; Vice-President, H. M. Davis, '07; Treasurer, Goodwin, '08; Secretary, Miss Longfellow, '08; Assistant Secretary, Miss Grant, '08; Executive Committee, Miss Wormell, '06; J. C. Holmes, '07; T. J. Cate, '08.

The yearly-recurring, faculty-stirring Sophomore-Freshman base-ball game took place Saturday, September 16. The day was damp and heavy and so was the ball; and a sort of heaviness seemed to pervade the whole game. But to the delight of the spectators there was a side-show of ever-changing acts that made even wise men shake the frown of intelligence from their sable brows and relax into hearty bursts of laughter. There was one clown by far more clownish than the rest, who did all sorts of foolish things. His identity has not yet been established, but it is whispered that he was a Senior—a dignified Senior! If such be the case, alas for the benefits of a college education!

The score of the game was thirteen to eleven in favor of the Sophs—as of course it should be in accordance with the superior dignity of this much-schooled body.

**IMPROVEMENTS**

In accordance with a purpose, that from the beginning has been fixed aloft by the friends and lovers of our college, steps of improvement have taken place since last we were here. Last year the new girls' dormitory was built, a fine building, modern in every way; this summer Parker
Hall has been, as it were, brought from the dirt and darkness of the Middle Ages to the light and order of modern civilization. Hardwood floors have been put in from top to bottom; the rooms have all been papered and ceilings whitewashed, and finish painted; shower baths have been placed in the basement and a reception-room has taken the place of the old reading-room and two adjoining rooms; electric lights have been put in throughout and the building made clean, wholesome, and convenient in every part.

There is no need of qualifying the statement that we have here at Bates two of the best dormitories in the state and even in New England. And right here the editors of the *STUDENT* wish to write down a word, which they feel is already written in many hearts,—a word of appreciation and thanks to Professor Rand for his untiring labor in our behalf. He has given freely of his strength, of which he has none too much, for our comfort and pleasure. It is a debt we best can pay by respecting and keeping in order the object of his care. If we in our educated minds have no respect for order and cleanliness, let us at least assume a savage virtue, that of thankfulness to a friend and respect to all that is dear to him.

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**Y. M. C. A.**

One of the leading factors of Bates’ student life is the Y. M. C. A. The membership of the society comprises over fifty per cent. of the young men of the college, with the prospects of a large increase from the Freshman Class. The association is striving to create and maintain an interest in religious affairs among the students, and to offer a field for Christian activity to those who desire such an opportunity. The activity and consecration of many of its members is very evident at this time of year, in the efforts to make the meetings helpful and inspiring and in drawing new men into Christian work. One important feature of the association is the Bible study. About one-third of the men were enrolled in this last year. The plan this year is,
however, for a much larger enrollment and considerable work is being done along this line. Already over fifty per cent. of the Freshmen have become members of Bible study classes, and everything points to increased numbers in the upper classes. A Bible Institute will be held the last week in October to arouse new interest in the work and to put the members of the classes into closer touch with the work in other colleges.

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**TRACK**

Track work was started as early in the second week of the college term as the weather permitted. There is more need of the support of the student body this fall in track interests than ever before. The loss of Professor Bolster will be keenly felt and as it is unlikely that a new Physical Director will be appointed for some little time, the whole of the coaching and direction of the team will fall on the captain's shoulders. He will be assisted by the more experienced men in each event and it is hoped that in this way the interest may be kept alive and the new men may be broken in. In addition to the regular Fall Interclass Meet, held about the last of October, it is likely that a Handicap Meet will be arranged with small trophies for individual point winners. The track team is in a hard place for this fall, but those in charge are confident that a better team can be developed from the material at hand and that in the Freshman Class, then ever before represented Bates on the track and field.

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**FOOTBALL**

Boom-a-laka, boom-a-laka,
Hip, hip, hurrah,
Give a cheer that all can hear
For dear old Ma.
Blues and flunks have gone to grass,
Hard luck hibernates;
Give a cheer for Mater dear,
For Bates, our Bates!
This is the period of foot-ball, of hard work on a part of the few for the honor of all. We have the "Old Boys," Kendall, Johnson, and Connor, and Thurston, Mahoney, Wight, and Schumaker are still with us. There have no stars as yet appeared from the haze of Freshman material, but they may break through the mist most unexpectedly. There is a goodly squad, more than thirty, out working for us and our college. Let us all lend our support in every way to keep the number of the squad high and interest keen. The boys feel the need of our help; we share in their defeat or in their triumph. Victory we want, but we must pay the price.

The schedule of this fall's games is as follows:

- September 27—N. H. State at Dover.
- September 30—Hebron at Lewiston.
- October 7—Fort McKinley at Lewiston.
- October 11—Harvard at Cambridge.
- October 21—Amherst Aggies at Lewiston.
- October 28—Colby at Lewiston.
- November 4—U. of M. at Orono.
- November 11—Bowdoin at Lewiston.

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**TENNIS**

Don't forget the tournament which will come probably within a month for the championship of the college in singles and doubles. Everybody get in trim and try to beat the other fellow.

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**THE SOCIETIES**

One of the great interests of our college has, of late at least, received but little attention in the Student articles. Our three organizations, that grant opportunities for much needed development in us all, and which have immeasurably helped us who have improved these opportunities, have been slighted. Perhaps their prosperity made us pass them by. Our societies are a trinity, yet are they a unit; each
has its own cares and ways and offers its own opportunities, yet all are united in the purpose of expanding and refining the individuals that come under their influence. Here at the beginning of a new school-year the Student brings a message to the students: Seniors, Juniors, Sophomores, work for your society; the help the society gives you depends upon the help you give to the society; Freshmen, join the society—and that as soon as you can—the society you feel can help you most, but remember that it is not to be helped to be simply entertained; the place you want is the one you feel most at home in and into whose active life you think you can most cheerfully and intimately enter.

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**CHANGES IN THE FACULTY**

**DR. H. H. BRITAN**

Dr. Britan, who this year takes up the new instructorship in Pedagogy, and will also give instruction in Physiology, Geology and Astronomy at Bates, graduated from Hanover College, Hanover, Indiana, in 1898, with an A.B. degree. In '98 and '99 he taught in a preparatory school in Kentucky. The following year he took up graduate work in Philosophy at Yale. For two years he held a Yale University Fellowship. In 1902, he received his Ph.D. degree at the University.

After taking his doctor's degree he remained a year in New Haven, teaching in the New Haven High School, and continuing his work in the University. During the last two years, he has been principal of Reynolds Academy, Albany, Texas.

Dr. Britan has written a book on Philosophy which is to be out next month.

**MISS GUTTERSON**

Another need that has been keenly felt, relating particularly to the young ladies, has been supplied to us this year. Miss Constance A. Gutterson has been secured as director
of the young ladies' gymnasium. Her subject is interesting and helpful, even needful to the college girl. Miss Gutterson was born of missionary parents in India. At the age of nine she came to her own country and has been here since. She graduated from the Boston Normal School of Gymnastics in 1904. Last fall she taught near Baltimore and the rest of the year in Philadelphia. We welcome her here and wish her joy in her work.

Mr. Lane, '04, will be assistant in Chemistry again this year. Mr. Cummings, '06, will be assistant in Physics; and Mr. Harradon, '06, assistant in Latin.

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ALUMNI

1901.
Mr. Frank Wagg has returned to his school at Helena, Montana.

1902.
Mr. Willard Drake is studying forestry at University of Michigan.
Miss Mabel Drake is teaching in Norridgewock, Me.

1903.
Mr. Lord is principal of Wells High School.
Miss Lucy Freeman was recently married.
Miss Donham has resigned from Auburn High School to take a position in New York state.
Mr. George Ramsdell is taking graduate work at Harvard.

1904.
Miss Carrie Alexander is teaching in Oakland.
Miss Mae Carrow is still at North Yarmouth Academy.
Miss Jane Given is teaching in Millinocket.
Mr. Lane is still assistant in chemistry at Bates.
Mr. George Ross was recently married and is now catering in Lewiston.
Miss Alice Sands is teaching in Lewiston High School.
Mr. Spofford is taking graduate work at Harvard.
Mr. Weymouth is now connected with a law firm in Lewiston.
Mr. Walker is teaching at Goffstown, N. H.

Mr. John Abbott is attending George Washington University.
Mr. John Barr is at Lowell, Mass.
Miss Alice Bartlett is teaching in Milton, Mass.
Miss Mary Bartlett teaches in Acton, Mass.
Mr. Earle Bessey married Miss Alice L. Dowe of Brooks, Me., August 23. He is now principal of the high school at Stowe, Vt.
Mr. Percy Blake is teaching at Buxton Center, Me.
Miss Adelaide Briggs is assistant at Leavitt Institute, Turner, Me.
Miss Rae Bryant is at her home in Pittsfield, Me.
Miss Elsie Bryant teaches at Freeport, Me.
Mr. Elijah Cole is at Anson, Me.
Mr. Harry Doe is situated at Washington, Conn.
Miss Della Donnell is teaching in Billerica, Mass.
Miss Daisy Downey is teaching in Turner's Falls, Me.
Mr. Durrell teaches at Brooks, Me.
Miss Bertha C. Files is preceptress at Foxcroft Academy.
Miss May Gould teaches French and English at Berlin, N. H.
Miss Harriett Goddard is situated at Falmouth, Mass.
Miss Mabel Hodnett it teaching in Danforth.
Mr. Orrin Holman is principal of the high school at Bowdoinham.
Miss Mabelle Holmes is teaching in Richmond, Me.
Mr. Harold Libbey is attending the Massachusetts Institute of Technology.
Miss Mary Lincoln is teaching in Middletown, Conn.
Miss Charlotte Millett is at home working in her father's office.
Miss Marion Mitchell teaches at Hanover, Mass.
Mr. W. Lewis Parsons has entered the Yale Law School.
Miss Elizabeth Perkins is teaching at Spencer, Mass.
Miss Mary Ramsdell is teaching in Greenville, Me.
Mr. John Reed is at Honolulu.
Mr. George Sampson is at Uxbridge, Mass.
Miss Lilla Stetson is at Rumford Falls.
Miss Mary Stetson is at Dresden Academy.
Mr. John Patten is principal of Litchfield Academy.
Mr. Stockwell is studying at the Massachusetts Institute of Technology.
Miss Symonds is teaching in Ludlow, Mass.
Miss Thurston is at Mechanic Falls High School.
Miss Walton is to be married in October.
Miss Marion Vance teaches at Farmington.
Mr. Williams is sub-principal in Abington, Mass.
Mr. Winslow is working for a Boston music firm.
Mr. Demeyer, Miss Reed and Miss Ames are all teaching in Norwell, Mass., High School, and representing Bates with great success.

FROM OTHER COLLEGES

Elmira College, of Elmira, New York, celebrated its fiftieth anniversary in June. Tableaux of the "Idylls of the King" were given by the alumnae. Doctor Hamilton Mabie gave the commencement address.

In an endeavor to combine the advantages of the great university and the small college, Princeton University has decided to introduce a group system. Personal contact between pupils and instructors is to be made possible by small classes or groups.

Of the many prominent men who received honorary degrees from Tufts College at its semi-centennial commencement, the following are best known: Doctor of Science, Henry I. Prichett, president of the Massachusetts Institute of Technology; Doctor of Laws, Togoro Takahira, minister from Japan; Governor William L. Douglas of Massachusetts; General A. E. Chaffee; William E. Huntington, president of Boston University; Caroline Hazard, president of Wellesley College.
The National Educational Association held its 44th annual session at Asbury Park, New Jersey, the first week of July. Papers and addresses on many educational topics were presented by some of the foremost educators of the country. A feature of the meeting was the presence of President Roosevelt, who gave an address.

Four honorary degrees were conferred at the University of Maine Commencement. The degree of LL.D. was given to Governor William T. Cobb of Maine, and Governor Aycock of North Carolina; L.H.D. to Professor Edward H. Griggs of New York, and Sc.D. upon Charles D. Woods, director of the Maine Experiment Station, Orono.

A Miniature.
From the quaint oval of that tiny frame  
A face peeps out at me so old and wise,  
Demureness curves the childish pouting lips,  
And quells the merry laughter in the eyes.  
Her fat legs peep beneath her frilled frock,  
Her “ankle ties” are crossed in solemn state,  
O, how could one small three-year-old endure  
On high-backed chair thus stolidly to wait!
—L. B., 1907, in Vassar Miscellany.

A Lullaby.
Lullaby, Sweetheart! A soft wind is blowing  
Over the meadow and over the lea;  
Clear in the dim sky the far stars are glowing,  
Hush-a-by, Sweetheart! and smiling at thee.

Lullaby, Sweetheart! The whip-poor-will’s calling  
Sounds from the dusk of a swaying tree;  
Still on the fern-brakes the moonbeams are falling,  
Hush-a-by, Sweetheart! and gleaming for thee.

Lullaby, Sweetheart! The nightmoths are swinging  
Over the flowers, soft, silent, and free;  
Down in the valley the brooklet is singing,  
Hush-a-by, Sweetheart! and crooning to thee.
—Florence Tinkham, 1907, in the Mount Holyoke.

Ole Gal.
T’othah gals an’ boys is gone  
Ter frolic an’ ter jig,  
A-wearin’ uv they Sunday cloes  
An’ drivin’ th’ bes’ rig;  
Deyn’t no un else aroun’ de yard  
Not eben a watch dog lef’ on gyard,  
’Cep’ me an’ you, ole gal.
De big house up thar on de hill
'Pears ha'nted-lak ter me
'Wen all dem shadders dance aroun'
On dat ole cherry tree.
Sence Marse John gone away dis year,
Don' seem ter be nobody here.
Jus' me an' you, ole gal.

An' I 'ud still be happy, gal,
Ef all de res' wuz gone;
Ef jus' us two, us ole sweethearts
Wuz lef' heah all alone.
Ef we e'd stay heah jus' lak dis,
Dem othah folks we'd nevah miss,
Not me an' you, ole gal.
—R. H. K., '08, in Georgetown College Journal.

COMPENSATION.
For the thorn that doth wound thee,
The rose;
For the heart's restless longing,
Repose;
For the storm of hot passion,
The calm;
For the cry of deep anguish,
A psalm.

For the height of the mountain,
The sweep
Of far vision o'er earth and
the deep;
For the pain of long parting,
Return;
For remorse, God's approval
To earn.

For the cross set before thee,
A crown;
For sad loss and disaster,
Renown;
For the night, long abiding,
The sun;
For defeat, final vict'ry
Well won.
—F. H. Palmer in Education.

BOOK NOTICES

NEW INTERESTING MUSIC FOLIOS.
Hinds, Noble & Eldredge, the well-known music and book publishing house, have issued a series of four new music folios which cannot fail to prove of interest to every lover of vocal music who is fortunate in the possession of a piano or organ.
The particular feature about these books which will strike the casual observer is the attractive manner in which they are pub-
lished, both as regards typographical excellence and artistic beauty. This is, of course, secondary in importance to the quality of the musical contents, but as the latter leaves nothing to be desired, it is also pleasing to note that extra pains have been taken in making the books as attractive as possible.

We really cannot see how any one musically inclined can afford to be without a copy of "The Most Popular College Songs," for there is certainly no folio containing more songs in which every one, whether he be musically proficient or not, can join in the chorus. Such standard gems as "Aunt Dinah's Quilting Party," "Jingle Bells," "Solomon Levi," "Suwanee River," "My Bonnie," "Forsaken," "Old Oaken Bucket," "Annie Laurie," "Upidee," "Juanita," "Sweet and Low," "My Old Kentucky Home," "Clementine," "Polly-Wolly-Doodle," "Home, Sweet Home," "Rocked in the Cradle of the Deep," and in fact all those old familiar melodies which are the first to be called for when a happy party of friends gather around the piano or organ to enjoy a little music, are included, thus making it an ideal collection and one which ought to be highly prized.

Another book of college songs which has a peculiar significance to any one, be he a graduate of many years, or at present a student, is "The Songs of All the Colleges." This book contains not only the college songs which are most familiar to every one, but also special songs which have been written by students at the different universities for their Alma Maters. It scarcely makes any difference what college one has attended, for he will still be able to find in this book the song which was his favorite and which will bring back to him pleasant memories of the past, or revive the enthusiasm of the present. For instance, Yale College is represented by the famous "Yale Boola" song. Naturally there is no student from that college who will not prize this book highly just because it contains the song which he likes best. This is equally true of the songs of other colleges, such as Harvard, Cornell, Chicago, Princeton, Pennsylvania, Michigan, and a score more of the leading universities.

The other two books just issued by this house are also very valuable in their particular field. both being devoted to new songs for male quartets. One is entitled "New Songs for College Glee Clubs," and contains about 35 excellent numbers. These are all written by well-known composers, and are simply, as well as effectively, arranged for male quartets. The other book is entitled "New Songs for Male Quartets," and contains a splendid series of thirty songs, both secular and sacred in character, by such well-known composers as George B. Nevin, Henry K. Hadley, Walter Howe Jones, and Roys Bridgman. As in the case of the other quartet folio, the arrangements are most effective in style, and either of the books can be used for male choruses as well as quartets, while there are a number of selections in the latter book which can be used to advantage by churches having male choirs.

All these folios can be found at our local music or book stores, or can be purchased from the publishers at the prices indicated in their advertisements placed with us this issue.
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REV. BENJAMIN F. HAYES, D.D.,
Professor of Apologetics and Pastoral Theology.

REV. ALFRED W. ANTHONY, A.M., SECRETARY,
Fullerton Professor of New Testament Exegesis and Criticism.

REV. HERBERT R. PURINTON, A.M.,
Professor of Hebrew and Old Testament Interpretation.

REV. A. T. SALLEY, D.D.,
Instructor in Church History.

GROSVENOR M. ROBINSON,
Instructor in Elocution.

This is a department in the College, established by vote of the corporation July 21, 1876. It occupies Roger Williams Hall, a new and beautiful building, and is in charge of a select Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian Church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from Coll-ge, 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.

Tuition, room rent, and use of libraries free.

THE BIBLICAL TRAINING SCHOOL.

This school was established by vote of the Trustees, June 27, 1891, 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.

Certificates of attainment will be granted to those who complete the course.

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