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Volume XXXIII.
No. 7
September, 1904
Published by the Class of 1905
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THE
BATES STUDENT.
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The STUDENT is for sale at Smith's Drug Store, cor. Main and Bates Streets, Lewiston.
Entered at Lewiston Post-Office as Second-Class Mail Matter.
A BALLAD OF THE MOUNTAINS.

As sweet as wild rose's opening bud,
As pure as lily bell,
Young Eva roamed the Hartford wood
And loved the free life well.

For 'neath the fragrant breathing pines,
Where nothing could annoy,
She found the hidden pleasure mines
Reserved for youthful joy.

No mother's love the maiden knew,
No mother's guiding hand,
Since infant days she simply drew
Her life from mountains grand.

When baby-feet could scarcely tread
The cradled upland way,
She made of flowery banks a bed,
And rested from her play.

And oft in girlish glee she tossed
Bright blossoms in the brook,
Or on a fallen tree trunk crossed
To find a shady nook.

While maiden fancy filled her mind
With sweetly strange delight,
She watched the sunset glamour wind
Its mantle round the night.

With misty warp and moonbeam woof
She wove her wedding veil,
A rare creation, reason proof,
Adorned with dew-drops pale.

And when true Love, with winsome wiles,
To lovely Eva came,
Beneath the light of his bright smiles
The web remained the same.

But when at last, one cruel day,
Her young hopes all proved vain,
The misty warp melted away,
The veil was rent in twain.

No longer walked she in the shade
Where slanting sunbeams gleamed,
Nor where seductive moonbeams made
Seem real what she had dreamed.

The roughest, wildest paths she took,
    When fierce winds tore the sky,
And loved the noisy, angry brook,
    Its waters all awry.

Of surging flood she seemed a part
    While passion whirled her brain;
She thought the tissues of her heart
    Must burst beneath the strain.

But mountain steeps and woodland balm
    Had given inward strength;
The storm abated and a calm
    Reigned in her heart at length.

Then, leaning hard on Nature's breast,
    She felt the world-heart throb,
And from her soul, so much oppressed,
    Escaped a freighted sob.

It bore away rebellious grief
    For losses all her own,
And made her wish to give relief
    To those she had not known.

For sighing winds and leaden clouds
    From o'er the mountains came;
And seemed to tell of woe and shrouds
    In other parts the same.

Then Eva in a new, sweet love
    That gave her heart fresh life,
With leaf of hope, like Noah's dove,
    Passed through the world of strife.

Each mourning heart, each doubting mind,
    Rejoiced when she drew near,
For she, who was so strong and kind,
    Assuaged its grief and fear.

And when illusive moonbeams lent
    Their charm to her sweet face,
Some thought an angel had been sent
    To take the woman's place.
WHAT do we owe to the negro of America? This question furnishes one of the most complicated and difficult problems with which the American people have to deal at the present time. Were it possible to divest the question of the ethnic element of prejudice it would be made less difficult of solution and the methods of adjusting other great questions could be applied to it. As it is, the hope of the problem lies in the fact that there is a sense of fair play in the bosom of the American people which will assert itself when appealed to in the proper spirit and that sterling qualities of mind and soul in any human being, whether black or white, are bound to make themselves felt for good and will eventually be recognized. It is to this sense of fair play that we must look for relief.

In approaching the solution of the question, it is necessary to have that calmness and coolness, that deliberation and sense of justice with which we approach any other question in business or national affairs. On other subjects we use our reason, not our feelings, but in considering the subject of the colored man, there are evidences of passion, a tendency to exaggerate and to make a sensation out of the most innocent and meaningless events. This is not the way to settle great national questions. While the north and the south argue in heated passion, the negro suffers. It is hard to find those who can so far control themselves as to discuss this question with complete absence of prejudice. In most cases there is an effort to prove the negro either a devil or an angel; he is neither, but just an ordinary human being and as such subject to all the limitations and possibilities of human beings.

Our republic is the outgrowth of the desire for liberty that is natural in every human breast—freedom of body, mind, and soul. In pulpit and rostrum, through the press and in schools, in legislative halls and on many a battle-field we have constantly upheld the doctrine that the most complete development of each human being can come only through his being permitted to exercise the most complete freedom compatible with the freedom of others. The negro has had wrought into every fibre of his being a belief that if freedom is good for one race it is equally helpful and necessary to the well-being of the other. The immortal words of Patrick Henry, “Give me liberty or give me death,” have found a response in his soul. Because the black man has in him that
which spurs him on to the acquiring of those qualities which we consider most essential, let us have respect for him and confidence in his future. He needs to be treated as a rational being, having the motives, aspirations, and ideals common to the present day civilization, and as a citizen of the United States, entitled to all the rights and privileges which that term implies. Fair play demands of us that we be willing to live up to the golden rule by conceding unto him what we maintain for ourselves.

It should never be forgotten that the negroes were forced to come into this country against their will. Both as slaves and as freed men they have served the interests of the country nobly. They have cleared forests, tunneled mountains, built railways, grown the cotton and rice, and have ever been ready to defend that noble ensign of the republic—our flag. Theirs has been a faithful, peaceful service, and in the face of all this, I cannot believe, I will not believe, that a country which invites into its midst every type of European, from the highest to the very dregs of the earth, and gives these comers shelter, protection, and the highest encouragement, will refuse to accord the same protection and encouragement to its black citizens. The negro asks not for social recognition or for social equality. All that he seeks is opportunity,—that the same law which is made by the white man and applied to the one race, be applied with equal certainty and exactness to the other. When in any country there are laws which are not respected, which are made to mean one thing when applied to one race and another thing when applied to another race, there is not only injustice, for which in the end the nation must pay the penalty, but there is hardening and blunting of the conscience, there is sapping of the growth of human beings in kindness, justice, and the higher, purer, and sweeter things of life. If it is impossible to give exact justice, let equal justice be administered to each party. The negro asks for no special privileges, but simply that he may be given a living chance. Can we afford to take the position that the door of hope, the door of opportunity, is to be closed upon any man, no matter how worthy, purely upon the grounds of race or color? Such an attitude would, according to my convictions, be fundamentally wrong. If, as it is often held, the great bulk of the colored people are not fit in point of character and influence to hold positions of trust and responsibility, it seems to me it is worth while putting a premium upon the effort among them, to acquire the character and standing which would fit them. This
would be fair play. No race can degrade another without degrading itself.

No race can assist in uplifting another without itself being broadened and made more Christ-like.

A. K. Baldwin, '05.

EARTH'S BATTLE-FIELDS.
SECOND PRIZE JUNIOR ORATION.

TO-DAY as the clash of arms comes faintly to our ears our eyes turn instinctively toward the bloodstained battlefields of the Eastern hemisphere. Yes, here again the ever-thirsty earth once more greedily drinks the blood of contending nations.

For a moment let us push aside the curtain of the ages and look for an instant down the long lane of the years at those memorable struggles of the past.

What scenes of barbaric splendor unfold before our eyes! On mountain, hill, and plain are marshaled hosts of every hue. Far, far away in the twilight of the ages the flash of mighty spears, the gleam of burnished shields comes to our bewildered view, but there is no sound, for the distance is too great. The Trojan heroes are but a picture; their shouts, peans of victory or groans of agony, can only be imagined. There myriad fought with myriad.

But see, behold that courageous band fighting so valiantly on that little plain by the sea. Youthful democracy now contends with hoary-headed despotism. Athens, the child of the West, dares to combat with the giant East, the rich, the populous, the invincible Orient. Victorious? aye! To-day behind a barri-cade of two thousand years we look upon that deed and marvel at its greatness.

Sweeping with a single glance past Metaurus where Carthage received her mortal wound; past the battlefield on which Arminius, our Germanic ancestor, fought for the purity of Germany's daughters and the freedom of the Teutonic race; past the arena where the Crescent and the Cross met in deadly combat on the plains of Tours, we come at last to that memorable field of battle in the south of England. What means the host on yonder hill? What question now requires a settlement written in the warm blood of man? The prize is as glorious as the combatants are brave. The crown of England shall grace the victor's brow. The Saxon Harold defends his throne from the Norman duke.
Slowly but steadily Duke William ascend the hill to snatch from the grasp of Harold the British ensign. He meets a valiant defender of the emblem of that land. Three times the war goddess smiles on Harold and three times the Norman is forced down. For six long weary hours destiny's balance trembles. The night comes on and with it the arrow fatal to the Saxon. The scale is turned. All hope is lost. Proud England bows before her conqueror.

Again we pass scenes of martial splendor. Once more in mournful medley we hear sighs of suffering, words of parting, and prayers for the dying. Yet with unmoved brow an ever-increasing band moves on to certain death. No sight, however gruesome, no weapon, however deadly, causes for a moment a break in the procession. Among these scenes of grandeur with their background of graves is none more interesting, more pitiful, than that famous charge at Gettysburg. I need not mention the details—you know them well; how the Federal and Confederate forces stood face to face; how at one o'clock on the third day of July, 1863, Lee, with 150 cannon, suddenly opened fire on the opposing army; how a little later a battle line of 18,000 disciplined veterans swept up the slope even to the mouths of the Federal cannon. You know how cruelly the Northern guns cut them down. I need not tell you that during that day and the two preceding the lives of 53,000 men were sacrificed to decide the slave question. This battle, appalling at first sight, demands our admiration for the principle for which it stood.

Saddened with the thought of our country's dead, let us turn to those other scenes of conflict where the sound of the invigorating war-trumpet never resounds; where the scene of combat is not a lofty eminence or rocky ravine; where the combatant is not urged on by the plaudits of sympathetic comrades or the flight of frightened foes, but where the still small voice of the conscience takes the place of the ringing notes of the commander.

The mothers of the past and of the present rise up before me, heroines who have their conflicts, their battlefields no less real than those of the fathers of the race. Remember the parting words of the Spartan woman, "Return with your shield or on it." Call to your mind the mother of Frederick Douglas as by night she wearily trudged twelve miles through the Southern swamp for the privilege of pressing to her bosom for one brief hour the form of her little son. Recall the heroism of Garrison's mother as she faced the cruel alternative, home or relig-
ion. Think of our own true mothers who kiss our childish wounds, comfort our youthful woes and sympathize with our more mature aspirations. On her brow once so fair is left the trace of nights of worry and watching by our fevered forms. Her hand bears the marks of toil for us, yet all forgetful of self, her true heart is filled with pictures of a happy future for us. Her eyes ever are filled with a loving light. Think of them, of her, and the allegiance of the Norman knights is but the cold, dull picture of loving service. Think of their heroic self-sacrifice, their steadfast loyalty, their noble standards, and no one will hesitate to take half the roses from the stern-faced warrior band and to lay them tenderly on their hallowed brows, or with equal reverence to bow before the peerless crown of womanhood decked with the rare jewels courage, constancy, and love.

MAUD L. THURSTON, 1905.

THOUGHTS OF THE NIGHT.

As we sit and watch the fire,
While the sparks die one by one
And the old clock in the corner
Ticks the hours passing on,

Oftentimes our minds turn backward
To the thoughts of other years;
To the time when we were children,
Children free from care or fears.

When each day seemed never ending
And the future far away,
Hidden as it were forever,
By its mystic curtains gray.

And we wonder shall we ever
Come to know things as they are,
Or as children keep on viewing
This great world as from afar.

Shall we ever cease complaining
Of the things that others do,
Which, perhaps, we do no better,
Though we might, 'tis doubtless true.

And we ponder thus for hours,
Though the fire is no more
And the only thing to greet us
Is the moonlight on the floor.
THE BATES STUDENT.

Lying there, so still and ghost-like,
That we shudder as we think,
That within this world of beauty
Men should good with evil link,

As they struggle on forever
In their greedy rush for gold,
With their thoughts on self entire,
With a friendship that is cold.

And we wonder will there ever
Come a time when crime will cease,
And the world be clothed triumphant,
In a glorious reign of peace.

Let us profit by the lessons
We may learn from day to day,
As we ponder o'er the pages
Of the world's great history.

Let us never be discouraged,
But onward ever press,
Till within the land of glory
We shall reach the goal at last.

JOHN G. PATTEN, 1905.

ILLUSTRATING A FRESHMAN "DEC."

"A BIT of nonsense, now and then, is relished by the wisest men." This old adage is not, perhaps, an inappropriate thought to be placed at the beginning of a narration of such events as will be found in the following account of an episode which occurred many years ago in a well-known institution of higher learning.

"Come in," shouted one of the occupants of Number 40, College Hall, in response to a violent knocking at the door. The visitor found three of his college companions hard at work on the Greek lesson for the next day.

"How's the world using you folks?" was his greeting as he joined the trio. "Got your Greek? I couldn't get more than half of it even with my horse."

"Hard luck," was the sympathetic rejoinder. "Prof. knows all about it. It's not been long since he was there himself."

"That reminds me," interrupted one. "Have you ever heard about the trick some fellows once played on him? I heard that he went to see his fiancée one dark night and some of the fellows were ready with a tangle of barbed wire in the walk leading to
the door. Our professor encountered the wire, tearing both his
clothes and temper. He hurried away and they heard him con-
jugating some strange words, probably of Greek origin.”

“Gave a little extemporaneous speech, did he?” suggested one
of the group. “You know that Freshman who rooms next to
me? He has been practicing his speech for that grand annual
exhibition commonly known as Freshman “decs,” which are due
in a day or two. He is giving ‘The Storming of Mission Ridge,’
I believe they call it, and I can hear him shouting: ‘Number one,
fire! Number two, fire! Number three, fire!’”

“Getting excited, was he?” inquired one.

“Just a little,” continued the speaker. “But I am afraid our
Freshman friend will be found lacking some of the courage and
enthusiasm which he shows in rehearsals, and I would suggest
that we help emphasize some passages in that fiery “dec” when it
is being given.”

“A good idea. What do you say?” The thought of doing
something to help along a fellow-student in such a predicament
strongly appealed to those assembled in Number 40.

“Here is a suggestion and I’ll help the next man carry it out.”
Then, in a lower voice, the intended perpetractor of charitable
deeds continued:

“You know the upper hall over chapel? Well, you’ve noticed
the trap door leading to some mysterious place above, of course.
I thought that if we could arrange in some way to let fall some
heavy thing when our friend hollers ‘fire,’ we could thereby very
forcibly illustrate that part of the speech.”

“Sure we can,” said one, who voiced the sentiments of all.
“We’re with you. All those in favor make it manifest by the
usual sign. Contrary minded. ‘Tis a vote. Go ahead, old man.
What are your plans?”

“I haven’t planned anything,” replied the upper-classman.
“One of those heavy dumb-bells and some bowling alley balls
from the gym would do. The “decs” come day after to-mor-
row in the evening. We’ll rig up some kind of a tackle and get
things ready to-morrow night. Say, chum, let’s go to my room
and plug out a little Math. So long.”

The next night arrangements were satisfactorily made for
illustrating the speech, “Storming of Mission Ridge.” Every-
thing was ready to be put in place in a short space of time. A
board had been removed from the trap door through which the
ropes could be passed and also that the door might be found
locked from the outside when the inevitable investigation should be made. To further divert suspicion, hooks had been placed in the casing from which the investigators might suppose the things had been suspended. A near-by open window with a rope hanging to the ground would lead to the conclusion that the perpetrators of the deed had made their escape. An inclined plank was ready to be placed firmly in position so that the bowling-alley balls, after striking on it, would receive sufficient momentum to roll the length of the hall and down stairs.

There was a large audience assembled in the chapel to hear the declamations. One of the conspirators had a seat next to a window. Another was outside where he could plainly see the window and get the signal. He would instantly pass it on to the two others who were in the attic, ready to cut the ropes which held the illustrations.

The first six numbers were successfully given and the audience appreciated the efforts of the students.

"The next number, 'Storming of Mission Ridge,'" announced the professor. The speaker confidently ascended to the platform and began: "Imagine a chain of Federal forts, built in between walls of living men. Imagine a chain of mountains crowned with batteries . . . .

Imagine, thought the wise and learned Sophomore of the signal service. The orator continued: "Strong and steady a voice rang out: 'Number one, fire!'" At the beginning of the sentence, the most interested Sophomore in the chapel placed his elbow on the window sill and rested his head in his hand.

That was the signal, and, at precisely the right time, two seventy-five pound dumb-bells were cut loose and fell with a crash on the floor above. Globes fell from the chandeliers in the chapel. The audience started, fearing the building was about to collapse. Immediately after the first report, several others followed in quick succession as the bowling-alley balls fell, and, striking on the inclined plane, rolled the length of the hall and down stairs.

Needless to say the part of the audience composed of non-college people was thoroughly alarmed and rushed for the door. It was with difficulty that the professors assured the people that it was nothing but some innocent caper of (as is always the case) the wicked Sophomores.

The investigation was made but no search revealed anything of consequence, as the two upperclassmen remained in the attic with the door securely fastened on the outside and the rope and
open window showing, beyond all possibility of a doubt, where the escape was made. Near morning the self-confined prisoners escaped to their rooms, having made use of the loose board in the door as an exit.

Suspicion never centered on the guilty party and all, including four upper-classmen, have often speculated on the how and who of the night when "Storming of Mission Ridge" was illustrated.

E. TUTTLE, '05.

THE PRIEST'S WORK.

PÈRE DOMINIQUE was a young priest who had just completed his course in college, and had received his degrees. The ordination and the high mass had been celebrated, and a chain with a golden cross which he was to wear forever had been put around his neck by the bishop. There had been much pomp and ceremony, but Père Dominique did not like it, and he felt relieved when he could go to his room. There, in the bare, desolate chamber, before a crucifix he knelt, and again, in the sight of none but his God, consecrated himself to his work. "Dear Heavenly Father," he prayed, "the work to which I have given myself must be taken up on the morrow. Wilt Thou, in Thine infinite power, help and strengthen me; under the shadow of Thy wings keep me from the corrupting influences of the world, and make me a help to the people around me." He remained kneeling for a few moments, then kissed the cross, and arose. There was a calm, peacefull look in his eyes as he stood there, and no one would have thought that he had once been surrounded by pleasures and all that money could afford, and that he had loved these things.

The work that was given to Père Dominique was among the poor people in the city. From morning till night he went around among them. "Père Dominique," the children would shout, and at the cry all would leave their play, and run to meet him, crowding around him, and waiting to have him take them by the hand. Old women, leaning over the fences to exchange a morning greeting, stopped their gossiping when "The Father" approached, and smiled and chatted with him. Old men, too old or otherwise indisposed to work, sat on their front steps and waited for him to talk over the affairs of the day with them. Homes that were dark and dirty were lighted up by his presence, for he had a smile and a pleasant word for everyone.
For five years he continued his work in the same district, devoting all his time to it. During that time some had come into his care, others had gone out, but among those that were left he had many dear friends. There was one family in which he was especially interested. At the beginning of the work he had been called to this home at the death of the father. The wife with her little daughter Mary had been left alone. The child had a beautiful sweet face, rosy cheeks, blue eyes, and light curly hair that she wore in a braid. Her mother was young, and the two seemed like sisters. They had been through trials together, and were trying to keep their little home by working during the day. But before the first year of Père Dominique's work was done he was called to their home by the death of the mother. He had known that she must die, and he had been there every day. He had watched Mary as she took care of her mother, and she seemed to him, as she moved softly about the little room, like an angel. There came before his mind, as he watched her beautiful face, the figure of the Madonna. When her mother had been buried, and Mary returned to her home, she realized that she was alone, and she buried her face in her hands, and wished she were dead. Père Dominique came to her; he talked with her and tried to comfort her. He did not pray with her, he only talked in a simple, loving way, and told her he would help her. She stayed there, alone a few days, and then he came again and took her to a beautiful home for girls.

One night Père Dominique rose from his bed, and went to the window. He had been trying to sleep, but he could not for he was thinking of Mary. For four years he had been to see her every day at the Home, and after each visit there he had felt restless, and on this night he was more restless than ever. He knew he loved her,—he could not help it, though he tried to put her from his mind. For four years he had been trying to think of some way to help her, but his vows which he had made prevented him from doing what he wanted. Each year she became more beautiful to him, each year the plans for helping her became more vivid in his mind. For a long time he stood by the window, thinking, but at last he turned away, saying: "I will do it—in spite of my vows I will."

Two nights later he and Mary were hurrying away to a distant state where they were to spend the rest of their life. They seemed to be anxious to get away, and became happier as they
went farther and farther off. In the western city which they had chosen for their home they were married and settled down in a little house. They had very little money, but they lived comfortably together, supporting themselves by means of a little garden, in which they worked together. Once in a while he thought of his former life, but at the sight of Mary and his little home he was happy and contented.

For twenty years they lived together enjoying each other, and not seeking the friendship of any of the people around them, and so when Mary died her husband was left entirely alone. Then he realized more than ever before what he had done, but he was thankful. Too old to begin any business with which he might occupy his mind, he became restless and anxious to get away from the place where all that was near him was associated with Mary. He sold his house and all that was in it, and started for his old home city.

Sick and heart-broken he went to the monastery as naturally as if he had been there all his life. He begged for a night’s lodging, and they took him in. There was no one there to recognize him, for the old priests he had known had died, and the younger ones could not remember him.

The inside of the building was not changed, and he recognized his own room when the priest showed him where he might sleep. He was glad to lie down and go to sleep, thinking of the life he had led. As he slept he dreamed that he was in Heaven with his Mary, and while he dreamed his spirit went to hers. In the morning when the priests went to call him they found him with a smile on his face, and a small gold cross clasped in his hand, and on the cross was inscribed "Père Dominique."
ing for a receipt for subscriptions look for the mark after your name on the next issue.

All subscriptions should be addressed to the Business Manager.

This is a new feature in the management of the STUDENT and it is hoped that it will meet the favor of the alumni, for it saves the unpleasant "dun," simplifies and economizes.

ALUMNI NOTES.

'72.—Dr. A. M. Garcelon was elected to the legislature from Lewiston at last election.

'74.—Augustine Simmons was elected Judge of Probate in Somerset County at last election.

'77.—Hon. Henry W. Oakes has been re-elected a member of the House of Representatives from Auburn, Me.

'79.—Allison E. Tuttle has been elected principal of St. Albans, Vermont, High School.

'81.—Hon. Ruel Robinson of Camden was the Republican candidate for State Senator from Knox County, and was defeated by only a small plurality.

'85.—Morrill N. Drew was re-elected a member of the House from Portland. He is a prominent candidate for Speaker of the House.

'85.—Frank A. Morey has been elected to the House from Lewiston.

'85.—George A. Goodwin has been elected to the House from Sanford, Me.

'87.—Arthur S. Littlefield has been re-elected to the House from Rockland, Me.

'87.—John R. Dunton is elected County Attorney of Waldo County.

'88.—Ralph A. Parker, Maine Medical, 1904, is an assistant in the Lewiston Hospital.

'95.—W. S. C. Russell is teaching Biology in the Springfield (Mass.) High School.

'96.—Luther S. Mason is a leading physician in Bangor, Me.

'96.—H. S. Peacock is Captain of Company A, First Maine Regiment. This company has just returned from Manassas.
'96.—George W. Thomas, Esq., of New York City, and Ina M. Parsons, both '96, were married September 6th in Lowell, Mass. Since graduation Miss Parsons has been teaching in the Claremont, N. H., High School. Mr. Thomas is engaged in the practice of law. They will reside at 73 West 92d Street. This is the first '96 class wedding.

'96.—F. W. Hilton has been elected principal of Eastport High School.

'96.—Edgar I. Hanscom, Maine Medical School, 1903, is an assistant in Howard Hospital, Providence, R. I.

'97.—Horatio P. Parker declined his re-election as principal of the Hallowell High School, and has gone into business in Boston.

'97.—Fred W. Burrill has been elected principal of Franklin Falls, N. H., High School.

'97.—Carl E. Milliken has been elected to the Maine House of Representatives from Island Falls.

'97.—Herbert L. Palmer is principal of Patten Academy.

'98.—Ada M. Tasker has resigned her position in the New Bedford High School to accept a similar one in Somerville.

'98.—Mary H. Perkins has returned to her position in the English department in the Central High School, Springfield, Mass.

'99.—Delbert M. Stewart was graduated from Maine Medical School last June and is now located at Togus as assistant physician.

'99.—Everett Peacock has been elected principal of the higher grade of schools in Van Buren, Me.

'99.—Perley E. Graffam is principal of Mechanic Falls High School.

'99.—Thomas A. Roberts has been elected Superintendent of Schools in Lebanon, N. H.

1900.—Silas O. Clason, who was graduated from Maine Medical School, 1904, is an assistant in Howard Hospital, Providence, R. I.

1900.—Albert M. Jones, Maine Medical School, 1904, is an assistant in Bangor Hospital.

1900.—Ernest L. Call, Maine Medical School, 1904, is an assistant in Lewiston Hospital.
Mr. W. K. Bachelder, who has been teaching with marked success in the Philippines, was this year re-elected to the principalship of the summer normal school for native teachers at Bacolod. He has also been appointed acting division superintendent of the province of Occidental Negros, having under his direction fifty or sixty American teachers. This is a very responsible position, and involves not only great executive ability but also the exercise of tact and careful management. The appointment is most creditable to Mr. Bachelder and to the college that graduated him.

Ralph W. Goss, Maine Medical School, 1904, now has an appointment at Togus Military Asylum as interne.

Herman H. Stuart has been elected principal of Guilford High School.

Miss Vickery is teaching English in Grafton, Mass.

Miss Bennett is teaching in the Lubec High School.

Elwin K. Jordan, who has been preaching this summer at Lincoln, Me., has returned to Hartford to continue his studies.

Erastus L. Wall has been elected principal of Exeter, Me., High School.

Ernest F. Clason is principal of South Paris High School.

Charles O. Turner, formerly of this class, is principal of Ashland High School.

Willard M. Drake is sub-principal of Augusta High School.

Allison P. Howes has been elected a member of the Maine House of Representatives from the class towns of Palmyra and Pittsfield.

Ralph L. Hunt has been re-elected sub-principal of Calais High School.

Charles P. Allen has been elected principal of Garland High School.

Norris S. Lord has been elected principal of Lisbon High School.

Miss Katharine Kendrick is assistant in Litchfield Academy.

Miss Frances Miller, who during the past year has been taking graduate work at Radcliffe, is assistant this year in the Yarmouth High School.
'03.—Miss Susie Kendrick is assistant in Monmouth Academy.

'03.—Marion Tasker is assistant in South Hadley, Mass., High School.

'03.—Harry M. Towne was at college early in the term coaching the foot-ball squad.

'03.—George E. Stebbins is taking graduate work at Clark University.

'03.—On July 6th occurred the marriage of Miss Nellie Louise Prince to Mr. George Morris, in New Boston, N. H. Mr. and Mrs. Morris are residing in Nantucket, R. I.

'03.—Miss Vivian Putnam has resigned her position at Monmouth Academy and has accepted a position in Bridgton Academy for the coming year.

'03.—Carl D. Sawyer has been spending the summer at Woods Hqll in the government experiment station. He has returned to McGill Medical.

'04.—Walton S. Adams has been elected principal of New Gloucester High School.

'04.—Harry L. Bradford has been elected principal of Rangeley High School.

'04.—E. A. Case is principal of Hallowell High School.

'04.—Miss Bessie Cooper is assistant in Houlton High School.

'04.—Miss Alice Frost is teaching in Dexter High School.

'04.—Miss Jane Given is teaching in Bowdoinham High School.

'04.—Miss Effie Hamilton is teaching English and History in Thornton Academy, Saco.

'04.—Frank Hammond is principal of Athens Academy.

'04.—George Harmon is principal of Island Falls High School.

'04.—Fletcher H. Knollin is pastor of a church in Hartford, Conn. On July 1st Mr. Knollin was married to Miss Violet Douglas Perry of Petticodiac, N. B.

'04.—Earle Lane is assistant in Chemistry at Bates.

'04.—Miss Harriet Milliken attended the City Conference of Young Women's Christian Associations, held at Lake George in July. Miss Milliken will be at her home in Augusta this year.
'04.—Nelson S. Mitchell is principal of the High School at North Troy, Vermont.

'04.—Miss Maude Parkin is teaching in New Boston, N. H.

'04.—Miss Amber Parlin is assistant in Hallowell High School.

'04.—Perley W. Plant is principal of Springfield (Me.) Normal School.

'04.—Frank W. Rounds coached the foot-ball men early in the term. This year he will teach athletics in the Chicago University Private School.

'04.—George A. Senter is attending Cobb Divinity School.

'04.—John A. Sinclair is teaching sciences in Perkins Institute.

'04.—E. B. Smith is a Bible agent in Maine.

'04.—Miss Mary Lynne Space is teaching in Central New York.

'04.—A. K. Spofford is instructor in English in Dartmouth College.

'04.—F. M. Swan, Jr., is in an insurance office in Portland.

'04.—Miss Edith Thompson is teaching in Brewer High School.

'04.—G. L. Weymouth has entered Harvard Law School.

'04.—Miss Edna North is assistant in Guilford High School.

'04.—J. C. Briggs has entered Harvard Law School.

'04.—Nelson S. Mitchell is principal of the High School at North Troy, Vermont.

'04.—Bradford H. Robbins is principal of Jay High School.
"G\text{REATER love hath no man than this, that a man lay down his life for his friends.}" The students of Bates have had one of the grandest privileges ever accorded any institution, that of knowing one whose soul was expanded and uplifted by a love second only to that of Jesus Christ, one whose purity and loveliness of character so far transcended our own as the rays of a star of Heaven surpass those of a flickering candle. It was as though God had allowed his tenderest, loveliest flower to bloom here for a season; but the soil was too hard, the winds too cold, and with loving care He transplanted it in a garden where it could lift its innocent gaze to Heaven's sunlight, where angels should be its guardians and the flowers of Eden its companions.

Amy Florence Clark was the most talented girl of the college. We can still hear her sweet voice, oh, so sweet it sounds, too sweet for earth. We can see the angels stop to listen, see them weep with emotion as she pours out her heart in the melody. Can it be that her beautiful sunny face will be seen here no more? Will she not play the morning hymn at chapel? Will she not sing for the girls at twilight? Will she not enter with them into the joys of college life in which she found so much pleasure but yesterday? It is because we love her so much that we long to have her with us. And yet her love was so grand and true that she gladly gave up even life, bright and promising as it was, in her effort to save a friend. The beauty of character, the self sacrifice, the love which made that life so perfect, have touched every student of Bates College. Our lives are better for having known her. She has given us a higher conception of love in the family through her devotion to her home. She has led us to a clearer understanding of divine love, through her sacrifice for her friend. We feel that "She was made perfect in a little while and accomplished the work of years."

As editors of the Student, we take this opportunity of expressing our sincerest sympathy and that of the college to Mr. and Mrs. Clark. Our sorrow is deep. Their sorrow only God can understand. Yet we are happy in this, that our spirits received the benediction of communion with hers and that a Father whose love she understood and exemplified is still leading her upward and onward where joy and peace shall accord to the perfect harmonies of her own soul.
THE heart of the average fitting school student quails at the thought of a college entrance examination. The unfamiliar examiners, the dread of failure, and the awe with which college fills the would-be Freshman, may tend toward a diminished rather than an increased brilliancy.

But merely for the moment, however. In the long run, college entrance examinations cause greater endeavor in the years at the fitting school, and, in addition, the student enters college with his knowledge ready at hand,—not merely waiting to be recalled or perhaps newly learned during the first years of his college course.

Colleges have received, from fitting schools whose certificates have hitherto been accepted, students inadequately prepared in one or more subjects. The result has been that those students, if few, have had to suffer because of poor preparation. If many, they have lowered the educational standard of the college. Within the last year, therefore, preparatory schools have been examined, and now in many of our states, a great per cent. of these schools have been taken from the list of those with power to grant certificates for college entrance.

While regretting this fact, if, perhaps, our own home school is one of the number, we must, at the same time, appreciate the wisdom of this movement. If American education is to win the predominance we hope, American standards must ever be rising. The fitting school must make the student better prepared for college, and above all, the college must not be held back by students whose place is, not in college, but in the earlier stages of preparatory work. The bird whose wings are fastened must stay upon the earth; the college with unqualified students is powerless to rise.

At the beginning of another year, for some the first in college, as we are arranging our schedules and planning our time we all want to save a good share to spend in the library. The building with its rooms so large and airy is certainly enough to draw us inside. And after that we cannot fail to interest ourselves in some of the books and magazines to be found there. Every Freshman will wish, of course, first to make a pilgrimage to the art-room on the second floor, to see the portrait of our beloved Professor Stanton and that of President Cheney, the founder of our college and its untiring worker.

In the reference room below are dictionaries, cyclopedias,
atlases, bound volumes of magazines, with an exhaustive index. With these we want to get familiar right away. Then the reading-room,—here are the current magazines, both American and English. There is no pleasanter way to spend an hour between recitations than in the reading-room. In the stack-room are books on science, books on literature, fiction, both the standard and more recent works. All these books are worth our reading.

But the thing of first importance is not so much to read all the books as to know how and where to find what we want. It is not for the law student to learn all the statutes of the commonwealth so much as it is for him to know just where to turn to find the ones dealing with the case in hand. For this work an understanding of the system of classification and order of arrangement is invaluable. To help the student in learning these very things is just the purpose of the librarian and her assistants. Time thus spent early in the course is well spent. The knowledge gained cannot fail to be of use not only during college but all through life as well.

ONCE again we meet about the editors' board to discuss some of the vital questions concerning the welfare of our college. It is often easier to give advice than to heed it, but can we not make practical use of the many suggestions we have heard in regard to the appearance of parties when away from the college on expeditions of various sorts. If there is any propriety in matters of this kind it is easy to go a little beyond the bounds. We expect to hear the college yell, the class yell and the songs; they are interesting rather than otherwise. But have not the people, along the roads where we walk, some little rights which we are bound to respect. The golden rule that we learned in childhood is as good for college students as for primary children; as applicable on a class ride as when we are busy with our books.

A GOOD motto with which to begin the new college year is: *Loyalty and Hard Work*. After the busy summer most of us have passed, the sight of the campus sends a thrill of delight to our hearts, and with the taking up once more of college life, doubtless Bates means to each of us more than ever before. With those who previously have been enrolled as students love for Bates has increased, and with those who come to us for the
first time love for Bates is already enkindled. All of us, then, in consistence with the devotion we feel, at the start should pledge a new and firmer loyalty to the institution of which we are a part. This we can express in many ways. In the first place there are certain things for which Bates stands and which have been essential to the high character development attained by her men and women graduates. There are principles peculiar to our college, which have been the chief promoter of its growth and success. Keep in mind the things for which Bates stands. Be true to her foundation principles. It will exalt you.

Beyond this your duty to yourself and to the friends who make it possible for you to be here is to do hard work. You are here virtually to make the most of your years of your life and attain the highest possible development in all desirable directions. A failure to do this is an injury to yourself. Opportunities passed never return, and here are the opportunities which to be realized demand absolute continued honest hard work. There is, to be sure, such a thing as overwork, but from this less trouble arises than from underwork. Of course a student should be versatile, not narrowly confined to his books. There are many phases of college life—we speak particularly to the entering class—and the privilege of engaging in all is extended to every one. In this way alone can you obtain the essential breadth of knowledge.

Loyalty we owe our college. To improve our opportunities is what we owe ourselves. These should be the keynote of the present year.

As we take up our work at the beginning of a new year, we are oppressed by the amount of work piled before us. We are likely to forget and to call it drudgery. Yet the essentials of life, the fundamentals such as courage, promptitude, power of attention, self-control, all come through downright hard work. After all it is not from books and class work that we get our most important education, but from our daily tasks which so many would call drudgery. To lay the great foundations for success, we must be drudges, but can we not make matters easier when we put our ideals back of this daily round as something to work towards and make real. Let us agree with that man who said, "Blessed be Drudgery,—the secret of all culture."
R. L. Heminway has resumed his studies with '07.

1905 welcomes back Bessey who was obliged to leave last year on account of ill health.

The death of Miss Clark, 1907, brings great sorrow to her many friends in college. With rare powers as a musician, both in vocal and instrumental lines, and with great ability as a reader, her loss will be deeply felt in the social life at Bates.

There is but little change in the Faculty, from last year. Prof. Clark has returned from his studies at Clark University and has resumed his course in Physics. In place of G. E. Stebbings, '03, and H. H. Thayer, '03, assistants in Physics and Chemistry last year, we have J. C. Sweeney, '04, and E. C. Lane, '04.

After a long time of waiting, Bates now sees work begun on the dormitory for the young ladies. This is situated near Cheney House on the old ball field. In ground area it is slightly larger than Parker Hall. It will contain a ladies' gymnasium and a reception hall, besides the rooms for the students. Work on the walls is well under way and it is hoped that the building will be ready for occupancy by the first of the winter term.

Again a Freshman Class has been welcomed to the Bates halls and campus by the Y. M. C. A. and the Y. W. C. A. Once more the old gymnasium has been crowded by groups of students trying to make new acquaintances and friendships. The hall was prettily decorated, the windows covered with garnet, rows of autumn leaves giving color to the walls, and opposite the entrance were the numerals "1908." The students were received by members of the faculty, Mr. Redden, Vice-President of the Y. M. C. A., and Miss Perkins, President of the Y. W. C. A. Music for the evening was furnished by Payne & Plummer's Orchestra.

During the evening remarks were made by President Chase and Dr. Veditz. Mr. DeMeyer, manager of football, spoke of the interests in that direction, and Vice-President Redden welcomed the entering class in behalf of the associations. A reading by Holmes, '07, and a vocal duet by Paige and Winslow were greatly enjoyed. Light refreshments were served. The promenades were dedicated to classes; the first to the new class, and the last to 1905 as their last promenade at a reception of this sort.
Much interest centers about the list of prize-winners for the year ending last June. Among the list of prizes are a few new ones. The Coe scholarship has been awarded but once before. It gives the income of $3,000 to the man of the Senior Class whose conduct and scholarship for the three years previous have been most meritorious. This year it is awarded to Mr. Stockwell of 1905. A prize of $50 has also been endowed by Mr. W. H. H. Bryant of Boston, to be awarded to the member of the Senior Class preparing the best article on the subject, "Arbitration Instead of War." The prize was won by Mr. David of 1904. A prize offered by the "Colonial Dames" to the young ladies of the Junior and Senior classes of Bates, Colby, and the U. of M. was won by a Bates young lady, Miss Russell of 1904. The other prizes are for English Composition to Miss Park, '06; for Debate to Mr. Jordan, '06. The first prize in the Junior Exhibition was awarded to Mr. Baldwin; the second, to Miss Thurston. The scholarship prizes, one for the best scholarship among the men, and one, for the women of the three lower classes, were won as follows: 1905, Mr. Stockwell and Miss Mitchell; 1906, Mr. Jordan and Miss Pratt; 1907, Mr. Davis and Miss Chase.

Athletics.

The season's foot-ball practice is on in earnest. Each afternoon a squad of some thirty men appear on Garcelon Field to take vigorous coaching. As yet we cannot tell just how strong our eleven will be. Last year Bates was obliged to take fourth place in both foot-ball and base-ball, and it is now time that she had her turn. The material looks promising and in F. B. Moody and Royce D. Purinton we have two coaches who are graduates of Bates, thoroughly interested in our welfare and men of proven abilities.

Of last year's regular team seven men remain in college: Kendall, Reed, Mahoney, Libbey, Turner, Baldwin and Connor, and this year the entering class promises to contribute a liberal part to the strength of the team. Fourteen sturdy men many of them experienced, and all determined to make a creditable showing on the gridiron, all out each night for practice. They are Ruth, Ricker High School; Frazer, Merrimac High, Mass.;
One college game has already been played and another of importance will be played in Garcelon Field October 1st. To attain success our team this fall must have the hearty support of the students, and it is the avowed duty of every member of the four classes to attend the games, to be on the field during practice when possible and encourage in every way the men who are fighting for Bates. They will do their best. Captain Reed will work with his usual determination to make the team a winning team. Let us not fail in doing our part completely and cheerfully.

THE FRESHMAN-SOPHOMORE BASE-BALL GAME.

The annual Freshman-Sophomore base-ball game, which took place September 19th, resulted in a victory for the Freshmen, the score being nine to three. The game was accompanied by the usual spectacular and noisy demonstration, but the Freshman team refused to be bothered and played fast, snappy base-ball, clearly outclassing their opponents.

The Sophomores were weakened perceptibly by the absence of their regular catcher, Bowman, and considering their condition they played a commendable game.

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**Sophomores.**

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**Totals** | **27** | **3** | **21** | **6** | **3** |

*Cooley and Foster changed places in the fourth.

**Freshmen.**

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The features of the game were the hitting of Irish and Hepburn, who each secured two singles and a two-bagger out of five times at bat, the work of Messinger at second and the famous Carey and Irish battery. The Freshmen have some promising material and the chances for a good college team next spring are bright.

Bates, 6; New Hampshire State, 0.

Bates played her first foot-ball game of the season and won her first victory Saturday, September 24th, in a snappy contest with New Hampshire State College on Garcelon Field.

The game was an interesting one to watch. The home team outplayed the visitors, but it was in weight and bulk rather than snap and life. Many thought that Bates should have secured more than one touchdown on the light New Hampshire team, but the fact that Bates had been in practice but little over a week accounts for the apparent lack of agility on the part of the backs and linemen.

Bates scored in the first half, rushing the ball almost the entire length of the field for a touchdown. The star work was done by Cone of New Hampshire and Captain Reed and Johnson of Bates. Kendall at half played a fast game.

Line-up and summary:

**Bates.**

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Foster, r. t. .......................... 1. t., Fuller.
Libbey, r. e. .......................... 1. e., Hasty.
Wight, q. b. .......................... q. b., Batchelder.
Kendall, 1. h. b. ........................ 1. h. b., Cone.
Connor, r. h. b. ........................ 1. h. b., Morton.
Messenger, r. h. b. ........................ r. h. b., Pettee.
Schumacker, f. b. ........................ f. b., Stockwell.


Exchanges.

THE exchange editor cannot run into the danger of criticising too harshly or praising too lavishly this month. She has that feeling of being "all alone in the world" this September. Her friends have not returned from their summer vacations. In vain does she seek the postman, in vain does she hold the receiver, waiting for a message from the college world. Can it be that the line is broken? Oh, no. When the Bowdoin Quill, the Brunonian, the Smith Monthly, the Georgetown Journal, the Mount Holyoke and the scores of other old friends get back from the seashore, they will "call up" Bates, wish her "Good Evening," and say they will call around for an hour's friendly chat. Then we shall know what is going on in the college world and how these restful days have developed the genius of our college men and women.

Bates opens earlier than most colleges, and this accounts for the small list of exchanges at hand. The June numbers also were not in excess and being mostly commencement numbers, were sent out rather late. So we must be content to wait another month, wishing for our brother editors a successful and pleasant year, and plenty of good material for debates among our "ex-men."
"The best literature is one means which God uses to bring men to higher ideals and we need all the helps we can get to the best life. Let us not despise the help of good books."

**Fouque's Undine.** Edited by J. H. Senger, Ph.D., Associate Professor of German in the University of California.

"Undine" is the story of a German knight who married a water fairy and his tragic fate. It is one of the most popular and touching of fairy tales, with its pathetic presentation of a woman to whom love has given a soul, and who believes herself happy in its possession, despite all the suffering that the divine gift entails. In this edition, it is presented with helpful annotations and complete vocabulary and prefaced with an able and scholarly introduction, giving the life of the author and the sources of the tale.


**Scheffel's Der Trompeter von Sackingen.** Edited by Valentin Buehner, Hugh School, San Jose, California.

This is the story of Werner Kirchhofer, a musician of Sakkingen, and Margareta von Schonan. The latter was sent by her father to the Imperial Court at Vienna, in order that she might forget her lover, who was of lower rank. He followed her and after a romantic search, discovered her and enlisted the sympathies of the Emperor, who at last reconciled the father to the marriage of the young people. The sentiment and humor are fresh and unforced. The spirit and swing of the lines, with the clear and uncomplicated style fit it for second or third year reading.


The popularity of Dr. Rolfe's edition of Shakespeare has been extraordinary, and since its first publication it has been used more widely both by the schools and by the general reading public than any other. These volumes of the new edition have been entirely revised and reset, and appear with every possible mechanical improvement. The changes made in revision have been mainly due to the change that has taken place in educational methods in the last thirty-five years, and reflect the results of the editor's studies and the experience gained by the use of the first edition in schools and clubs. The greater part of the notes on textual variations have been omitted, as the text of Shakespeare is now virtually settled. In place of many of the "critical notes" Dr. Rolfe has substituted notes of his own, and has also added more of the same kind in the appendix. A concise account of Shakespeare's metre has also been inserted. Minor changes have been made throughout, the notes having been abridged or expanded as seemed best, and new ones are added in many instances. While the present edition is substantially new, yet it may be
used together with the old edition in the same class without serious inconveniences.


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