11-1904

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First Row, standing: Libby, sub. r. c.; Giles, Asst. Manager; Johnson, l. g.; DeMeyer, Manager; Schumacher, r. t.; Purinton, Coach; Foster, sub. r. t.

Second Row, sitting: Lord, l. h. b.; Kendall, r. h. b.; Thurston, c.; Turner, r. g.; Reed, Capt., l. t.; Connor, f. b.; Mahoney, l. e.; Fraser, sub. r. h. b.; French, sub. l. h. b.

Third Row, sitting: Messenger, r. c.; Foster, sub. f. b.; Phillips, sub. f. b.; Wight, q. b.; Hepburn, sub. q. b.
The Bates Student.


Published by the Class of 1905, Bates College, Lewiston, Maine.

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The Student is for sale at Smith's Drug Store, cor. Main and Bates Streets, Lewiston.

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WANING.

The wind is howling, cold and drear,
The leaves are falling, brown and sear,
The brooks are swollen and complaining,
Autumn's life is slowly waning,
Drawing to its close.

All sounds of joy have passed away,
The trees look bare and bleak and gray,
And the frowning, scowling sky
Seems to warn and prophesy
That Autumn's life is fading.

The song-birds to the South have flown,
The pine-trees softly, sadly moan,
And all the grim world signifies,
As the cold wind sobs and sighs,
That Winter's coming on.

The days are short and chill and drear,
The hearth's bright gleam brings welcome cheer.
The crows' "caw caw" and boding cry,
The pine-trees' rustling, sobbing sigh
Grows hoarse amid the snow.

And in the sky, the Moon's faint light
Dimmed by the cloudy, wintry night
Blinks and quavers, winks and leers
As the tired march of the weary years
Tramps slowly by.

Tramps past the twentieth century line
Only to read the "Onward" sign—
No rest is marked on Time's scarred map—
The Old Year hastens without a nap
To meet Eternity.

And so the seasons hasten on,
December days are past and gone,
The Old Years linger, only stay
To see the New Years blithe and gay
And leave one last farewell.

1905.
A future of American fiction.

An individual's life best indicates his ideals. No less truly does the life of a people in its varied activities, manifest the national ideals. Through its customs, public institutions, art and literature, the nation speaks to the world. But customs are constantly changing; public institutions are unstable; works of art are defaced by the destructive power of time; the most truthful, as well as the most enduring expression of a nation's life is its literature.

And what form of literature reveals most clearly the heart of a people? Is it poetry, with its wealth of imagery? Is it history, with its confused mass of fact? Is it philosophy, full of subtle reasoning? Say rather that it is fiction; for fiction blends the actual with the ideal; it clothes fact in attractive dress; it depicts the passion and strife, the hope and fear, the mingling of wisdom and folly which make up human life.

The last two centuries have witnessed a marvellous development of the world's fiction. It has grown with the nations—broadened with their conceptions of life. With some of them it has, perhaps, reached the height of its splendor.

But there is in the West a nation whose life had scarcely begun when European countries were glorying in their wealth of literature, a nation whose development has been so different from theirs that its great literature is not a thing of the past, but of the future; a nation possessing unsurpassed possibilities for fiction—our own America!

The war which gave her independence left her scant leisure for literary work. In the years which followed, pressing social and political matters demanded all her energies. The question with her was not literature, but life. Even up to the Civil War, American fiction, with few exceptions, was unknown to the world. But out of that war, so terrible in its ravages, so momentous in its issue, grew the consciousness of a national solidarity. The union was firmly established. During the past half-century the watchword, in every department of American life, has been "Progress." Fiction exemplifies it. To-day not only does it number its hundreds of contributors, but in one phase of it, the short story, America is the acknowledged leader.

Crude and unformed as much of our fiction has been, it has nevertheless manifested, now and then, signs which augur well. With all its limitations of time and circumstance, the past has given us the fruit of Irving's fancy, of Hawthorne's vivid imag-
ination. Our recent literature is rich in the historical and local novel. True it is that America has no far-reaching historical background; she cannot, like England, point to a past which antedates the dark ages; she cannot, like France, boast of an illustrious line of kings, whose reigns were bright with deeds of chivalry. But what of that? Have the world’s greatest novels been founded on remote history? The French Revolution, an event of the eighteenth century, formed the setting for that great work of Hugo’s, “Les Miserables.” America, too, underwent a revolution, noble in its motives, glorious in its results. What better background for a novel than the War of ’76?

In Europe, social extremes are the basis of many novels. In America, too, there are extremes, not of titled aristocrat and humble peasant, but of wealth and poverty. On the one hand, the riches of a few; on the other, the poverty of thousands.

In our country, sectional diversity, both of scenery and people, offers a great field to the novelist. In the North, the rugged soil imparts to the people its strength; in the West, the Rockies typify the life of their inhabitants; the South glows with the warmth of a tropical sun.

A factor yet more potent in shaping the American fiction of the coming century, is the mingling of many races. All roads lead to America. In this land men of every class and condition find a home, and the consequent clash of ideals, the difficulty of adaptation to new surroundings—the thousand and one complications which arise, suggest plots innumerable.

Thus far much of our fiction has been imitative. Does that argue against the freedom of the future? France copied from Grecian models. England and Germany, in their turn, were once servile followers of France. But these countries have long since thrown off the shackles of imitation; to-day their literature ranks with the most splendid in the world. And can it be, shall it be, that the American spirit of freedom, which dominates our lives, shall not prevail in our literature? The world no longer questions our social and political independence, it is manifest in every phase of our activity. At first feeble, now strengthening with each year, that same spirit of independence is becoming more and more the key-note of our literature. It will, it must, dominate our future fiction.

Let America, then, look forward to a literature, broad as her domain, varied as her life; to a fiction not founded on remote history, but glowing with the life of the West, the color of the
South, the vigor of national enterprise; above all, to a fiction that shall convince the world, in language not to be doubted, of the truth, beauty, and strength of American ideals.

MAY E. GOULD, 1905.

THE THEORY OF INDEPENDENCE.

"YOU have quite lost your individuality," announced Miss Mather.

Althea stirred uneasily.

"I don't understand you, Cousin Harriet," she said.

"Ever since your mother died, and you've been keeping house for Jim, you haven't had an opinion of your own. It's Jim, Jim, Jim, all the time. You can't stir without him. Why, if the girls plan to ask you to a spread all at once somebody looks solemn and says: 'Althea's brother. He can't come.' So then they know it's no use to ask you." Miss Mather drew an angry breath.

"You—you provoke me," she declared. "I do believe you'd rather spend an evening watching Jim draw a plan for some house and keeping his ink well filled, than to go to a real ball!"

"Oh, yes," agreed Althea involuntarily. Then she smiled. "I—I don't like balls," she said. "I'm afraid of them."

"Stuff and nonsense," Miss Mather said shortly. "You wouldn't be if you were my child. It is not natural."


Althea burrowed further into the deep chair; she was very little. "Oh, no," she protested. "Oh, no, indeed."

Really, Cousin Harriet was going too far. Miss Mather smiled leniently.

"Perhaps," she said, as one who, being in the right, can well afford a temporary concession. "Perhaps. But why aren't you going to Miriam's wedding?"

"Jim,—" began Althea innocently, and flushed.

"Exactly," remarked Miss Mather with dry relish. "Jim doesn't want you to. Exactly."

She arose and smiled down on the tiny figure in the big chair. "Well, I must go," she announced. "Really, you will see I am right, my dear."
The afternoon lagged. It was raining dismally and Althea reflected that it would be quite three hours, at the least, before Jim could leave the office. At the thought, she fell to wondering. Was it true that she was ridiculously dependent on Jim? She was still a little resentful, a little hurt by Cousin Harriet's brusqueness. And Miriam's wedding—what chums they had been—in the days when the home was still unbroken. Miriam had lived only across the street and they had loved each other with the love that is real friendship—and Miriam was to be married, without her. With a sudden impulse, she went to the tiny desk and re-read the note from Miriam. She had been almost pleased at Jim's playful denial of her friend's request.

"No, I can't spare you," he had said decidedly. Then he had crossed to the other side of the little square table, and patted her shoulder in his big, friendly way. Vaguely Althea had balanced the friendliness against the easy decisiveness of his refusal and had been content. Now, all at once, she remembered the decision in his voice.

After all, it was absurd,—not to see one's dearest friend married! And to be gone so short a time! Really, it was rather selfish of Jim. Everyone would be there—the Fowler girls, Katherine Eastman,—all of them. In a sudden wave of homesickness she remembered, without her usual sense of amusement, one of Miss Mather's favorite utterances. "Home ties, my dear," she was wont to say impressively, "Home ties, my dear, should never be allowed to obliterate one's individuality."

Really, Cousin Harriet was right. She ought to go.

Jim, who was tall, muscular and intelligent, received the news with calmness. Indeed, so undisturbed was he that Althea wondered uneasily why she had been so defiant in announcing it.

In the home train, surrounded by Jim's forethought, with books and flowers, Althea had her first premonitory intuition. When he had said "good-by" there was a tender amusement in Jim's gray eyes. Straightway, Althea's mind went back over the intervening years to when, a very stubborn little girl, she had insisted on staying the night at her cousin's. Her mother's eyes had looked into hers very kindly on that day.

She had never before travelled alone, and she looked down the long aisle with childish interest. A stout old gentleman in front was sleeping audibly, the woman across the aisle was looking out of the window with a bored expression. The rest were reading newspapers. Nobody regarded her with even the most
languid interest. If the thought of taking the long journey alone has appealed to her as an exhibition of independence, she was forced to conclude it was a profitless one. Even Cousin Harriet was not here to applaud!

She looked down at the crowded seat, but flowers, apart from their associations, are not much company. As for books, Jim's hastily selected "best seller" seemed strangely "grown up" and unattractive. Althea was conscious of a sudden longing for her own worn "Little Women," and "Sara Crewe." What a nice girl "Jo" was and how she always stood by "Laurie." Nonsense!

Suddenly the woman across the aisle smiled expectantly at the door, and threw down her book.

"I'm so glad you came," she cried to the man who swung down the aisle.

"I thought you wouldn't like to get in alone at night," Althea heard him say. She squared her shoulders petulantly, and stared out of the fast darkening window.

The train whirred over the familiar country. Althea remembered nervously that the home station was always crowded. Why had she not told Jim to telegraph them she was coming. They would not expect her.

Perhaps,—she sat up hopefully—perhaps, after all, there would be no room for her and she would have to go back on the "midnight."

The train panted heavily into the station. There was the usual rush forward, the usual harsh cries of the hackmen, the usual confusion of shifting lights. Althea stared about her helplessly.

"Kerridge, lady?"

"I don't"—began Althea, and stopped, for some one at her side was waving the man back.

"I came on the smoker," explained the big, friendly voice. "Walk sharp, now."

So Althea, piloted through the crowd by a mighty arm, cried happily to herself.

---

**MY WISH.**

Oh, would I had the power!  
I'd speed on wings of air  
And bid the troubled world rejoice  
And rise from blind despair.

Oh would I had the voice!  
To all the world I'd sing  
A sweeter song from day to day,  
Till men should know my King.

ROSS M. BRADLEY, '06.
IT seems marvelous that almost at the dawn of history we find a race which stands forth pre-eminent in its superior genius. Such are the Greeks who stand first among the nations as having done most to promote human knowledge, human art, and human culture.

It has always been difficult to understand fully the reason for this, but many influences have contributed to it. The geographical and climatic conditions contributed their influence. Greece was a land of beauty and diverse scenery suited to nurture and foster the fancy and imagination. The existing condition of society with its slave class gave to the Greeks leisure for culture and refinement. Such were the surrounding influences on a people of exquisite sensibility, originality, and inventive genius. Then, too, their inherent sense of beauty impelled them toward art and literature as the artistic forms through which the genius of the race expressed itself, and to use the language of philosophical mysticism it fulfilled its destiny as a prime agent in the manifestation of the World-spirit.

No organic development in the history of the human mind has been better known or richer and at the same time more simple than that of the Grecian genius. Unconsciously the Greeks absorbed and assimilated to themselves, the loveliness surrounding them; to learn how they transmuted the splendor of the world into aesthetic forms requires a glance at their literature and sculpture.

Their love of beauty and sound led to poetry, which is always the earliest species of literature in a nation's development because poetry is artistic and appeals to the emotions, in truth, the natural outpouring of the heart, whereas prose is scientific and requires more intellectual development. The first developments of Greek poetry were immediately connected with religion, and that worship, the enthusiastic devotion of which, was embodied in poetry was the worship of nature. Their very flexible, rich, and graceful language gave them scope and power in their poetry which has never since been attainable; it suggested to them music and rhythm; it induced harmony and grace of expression.

Greek genius was endowed with the faculty of distinguishing, differentiating, and vitalizing. Therefore, with the very earliest stirrings of conscious art in Greece we remark a powerful specializing tendency. Separate forms of music and metre
are devoted with unerring instinct of a truly aesthetic race to the expression of the several moods and passions of the soul.

To an era of intense activity by which the nation had been nobly roused, its interest in human emotion and the individual awakened, the drama owes its development. Action and the delineation of human emotion are of prime importance. Nemesis was the ruling notion in the Greek tragedy. The Greek drama is religious, human, mythological, ethical, and artistic. In form it is simple, in spirit ideal, in influence refining. It owes its power to the qualities of regularity and simplicity.

Art was the popular expression of the genius of a people to whom it appealed strongly as a clear and intelligible language. The national games, the religious pageants, the theatrical shows, and the gymnastic exercises of the Greeks were sculpturesque. In fact, the whole race lived out its sculpture before it learned to express itself in marble.

Greek art attained in its reproduction of human form, not merely to the expression of the highest indwelling spirit of human intelligence, but to the expression also of the great human passions; of the powerful movements as well as of the calm and peaceful order of the soul as finding in the affections of the body a language, the elements of which the artist might analyze, and then combine, order, and recompose.

Greek sculpture was idealistic. The artist under primitive conditions is the exponent of the general tendencies of his people. To represent mental images accurately was their aim. The office of the imagination in Greek sculpture, in its handling of divine persons, was to condense the impressions of natural things into human form.

Why is it that they are still our teachers, in art, of grandeur and purity both of conception and execution? The broad intention of the Greek artist is the main reason its effect upon the world has never diminished and why its lessons are eternal. All that was special, momentary, and transitory was avoided and the large enduring features are portrayed with calm and majestic dignity. We may even notice a certain calmness, almost a coldness, and it is this very coldness which has secured the sympathy of distant ages, of strange nations.

The restraint of emotion was the feature which gives to Greek sculpture its eternal freshness and attracts the ever renewed sympathy of mankind. For these works which are full of feeling, but of repressed feeling, not only carry with them the hearts
of men in their broad representation of human emotions, but even allow every spectator of every age to realize his own particular feelings under their large and comprehensive types.

The Greeks alone owned the gift of innate beauty and unerring taste. The spirit of human loveliness was there breathed fully into all the forms of art. Greek genius, in spite of an immoral and worthless theology, worked out in its higher manifestation a morality approaching in many points the best type of modern Christianity.

Grace M. Peabody, 1905.

Alumni Round-Table.

ALUMNI NOTES.

Will each alumnus who reads this page, and who during the past year has made a change in location or position, send a notice to this effect to the Student before December 10. The present board wishes its last issue to be its best. You can help very materially to make it so.

'68.—President Chase delivered an address before the Bangor Convention of Maine Teachers which convened in October.

'72.—George E. Gay resigned the position of Superintendent of Schools in Malden, Mass., to become a member of the Commission in charge of the Educational Exhibit at the St. Louis Exposition.

'73.—President James H. Baker delivered the commencement address at the State Normal School in Greeley, his subject being, "Always a Learner." On June 22 he delivered the principal address at the commencement exercises of the Ohio State University at Columbus, Ohio.

'75.—Professor J. Raymond Brackett has been spending the summer in Europe. He has been at Oxford, England, the greater part of the time.

'76.—Rev. G. L. White of New Hampton, N. H., visited college recently. He has a son in the Sophomore Class.

'76.—A Life of Dr. O. R. Bachelder, missionary to India, has been published this year by the Morning Star Publishing Company. This book was written by Rev. Thomas H. Stacy, '76.

'77.—Hon. O. B. Clason attended the Bates-Bowdoin game.
'80.—Hon. W. H. Judkins has recently returned from the Louisiana Purchase Exposition.

'81.—Hon. Charles Cook has recently purchased a residence on State Street, Portland.

'85.—Charles T. Walter is Secretary of Civil and Military Affairs for Vermont.

'86.—Professor W. H. Hartshorn was delegate from Bates to the election of the president of College.

'87.—J. R. Dunton is principal of the grammar schools and superintendent of schools in Augusta. He spent Thanksgiving day in Lewiston.

'88.—Rev. Samuel H. Woodrow has been pastor of Hope Congregational Church, Springfield, Mass., since September, 1898. He has done splendid service for the church. He has made a feature of the Sunday night meetings, giving series of lectures himself, and now the attendance is regularly large. During his pastorate Mr. Woodrow has received into the church 363 members, which is a net gain to the church membership of 163. He has been aided in his work by competent business and professional men, by tireless women, and by hosts of young people. Mr. Woodrow’s club, for the men of his church, was one of the first such clubs to be formed in local churches. Among the more important offices held by him outside his pastorate are: President of Connecticut Valley Congregational Club; vice-president of the Reality Club; member of the executive committee of the Massachusetts Home Missionary Society; secretary and treasurer of the Yale Divinity Alumni Association; vice-president of Boston Alumni Association of Bates College; vice-president of the Massachusetts Christian Endeavor Union; and trustee of the School of Religious Pedagogy at Hartford.

'95.—Mr. Spratt, for several years principal of Bridgton Academy, is taking a graduate course in Biology at Harvard.

'96.—Miss Gracia Prescott of South Portland High School and Miss Bessie C. Hayes, '98, of Deering High School, attended the Louisiana Purchase Exposition this summer.

'97.—Among the many Bates graduates in attendance at the Maine Teachers’ Convention at Bangor were Messrs. Palmer, Cunningham, Misses Vickery, Smith, Buzzell, all of '97, also Messrs. Palmer, '99, Nichols, Adams, Misses Thompson, '04, Given '04, North, '04, Blanchard, '01, and Long, '02.
'97.—R. B. Stanley spoke in a forceful and pleasing style before the students in the mass-meeting after society, November 11th. He was also in evidence at the game the following day.

'97.—Carl E. Milliken has begun an interesting work for the young men of his town. He is president of the Christian Endeavor Society and a teacher in the Sunday-school. But he found a class of young men who were not being reached, who lived in boarding houses and had no other place for their evenings. So he has rented a hall, has sub-rented part of it to pay for the entire amount, has secured periodicals, fire, lights, game boards, and has opened it for young men. It is proving a great success.

'98.—Rev. Thomas S. Bruce is having great success as a teacher and preacher among the masses of colored people in the "Black Belt" of North Carolina. He is principal of Shiloh Institute, a school of secondary learning, run entirely by the colored people. Since he became principal of the school, he has had some tragic experience growing out of the fact that he was educated in the North. Last year all the buildings were oiled one night and set on fire—the girls' dormitory was saved, but the boys' building was completely destroyed. Much prejudice and ignorance and jealousies came to the front. But the life of the school and an opportunity for the negro youth in this section of the country were not ended. This year Shiloh of the South is flourishing with the largest number of students and better surrounding conditions.

'99.—Herbert C. Small, who is a Swedenborgian minister in Bridgewater, Mass., has recently been confirmed in his pastorate there.

'99.—Miss Edith Kelly is assistant in the Chicopee (Mass.) High School.

1900.—Miss Mary B. Ford has a desirable position as teacher of Chemistry in Wheaton Seminary.

1900.—Miss Jane Eliza Emery is assistant in the Upton (Mass.) High School.

'01.—Miss L. L. Parker is assistant in Cherryfield Academy.

'01.—Ivan I. Felker has resigned his position as principal of the academy at East Greenwich, R. I., to accept the tutorship of the science department in Sanborn Seminary, Kingston, N. H.

'02.—J. F. Hamlin is teaching English and athletics in Salem (Mass.) High School. He visited college and spoke at the student mass-meeting November 11th.
'02.—The engagement is announced of Susie F. Watts to Arthur L. Dexter.

\textquote{02.—Announcements have been received of the marriage of Miss Francena Day to Mr. Frederick F. Spalding on October twenty-ninth. Mr. and Mrs. Spalding will live at 105 Oxford Street, Portland, Me.}

\textquote{02.—Sullivan attended the Bates-Bowdoin game.}

\textquote{02.—Miss Clara F. Allen has been elected to teach English in the Skowhegan High School.}

\textquote{02.—Miss Ida M. Manuel is assistant in Pittsfield (N. H.) High School.}

\textquote{02.—A. L. Dexter is teaching in the Nashua (N. H.) High School.}

\textquote{02.—Miss Florence Kimball is teaching in Woodward’s School for Girls, Quincy, Mass.}

\textquote{02.—Miss Grace Thompson is assistant in Westford Academy, Westford, Mass.}

\textquote{03.—N. C. Bucknam and C. P. Allen attended the Bates-Bowdoin game.}

\textquote{03.—Miss Bertha Stratton is at home in Auburn.}

\textquote{03.—H. C. Kelly is submaster of Natick (Mass.) High School.}

\textquote{03.—Amy M. Staples is teaching in the Lisbon Falls High School.}

\textquote{04.—George A. Ross is studying in the New York University Law School.}

\textquote{04.—Many of the class were about college at the time of the Bates-Bowdoin game,—among these were Misses Given, Thompson, Reynolds, Green, Walker, and Flanders, Swan, M. Weymouth, Briggs, and Robbins.}

\textquote{04.—J. K. Flanders is teaching in Dummer Academy, South Byfield, Mass. He succeeds to the position vacated by Moody, '02.}

\textquote{04.—Mae Carrow is teaching in North Yarmouth Academy, Yarmouth, Me.}

\textquote{04.—P. L. Cole is teaching in Virginia.}

\textquote{04.—Florence Hodgson is teaching German, English and Mathematics in the High School at Plainville, Mass.}

\textquote{04.—J. A. Sinclair is teaching in Wilmington, Mass.}

\textquote{04.—Grace Thompson is teaching Greek and English in Maine Central Institute, Pittsfield.}

\textquote{04.—Alta C. Walker is teaching at Wells Beach, Me.}

\textquote{04.—Milton Weymouth is studying law in Rockland, Me.}

\textquote{04.—Mrs. Margaret Preston Eastman is living in Chicago.}

\textquote{04.—The following members of '04 were about college at Thanksgiving time: Misses Carrow, Bray and Parkin, Messrs. Case, Smith, and Guy Weymouth.}
Around the Editors' Table.

HOW many Seniors are writing on arbitration? How many Senior and Junior girls are thinking of that historical essay? Time is flying! Before we realize it the dates on which they are due will be here. Not only the Seniors, but the underclassmen as well, should be thinking of the essay on arbitration. Freshmen, begin now, and astonish the world by your grasp of the subject when you are Seniors, Sophomores and Juniors. Don't let the chance go by. Were there no other object than the prize, it is worth working for, and the greater object—that of obtaining an intelligent idea of this great factor in the future progress of the world—is such an one as no true student can let pass unheeded.

On you Senior and Junior girls, rests the task of winning once more for Bates the prize given by the Colonial Dames of Maine. Twice has this honor come to us, and surely we must not fall below the work of our predecessors. Our foot-ball boys have scored victories this fall over the teams of Colby and Maine, and now in this contest, the girls of Bates come up against the girls of Maine and Colby. Girls, keep up your part of the college standard. Don't let the garnet fall into the dust.

DON'T forget the old folks.” The sentiment expressed so long ago in this familiar line is pertinent for to-day, when the holiday season is approaching and many of us are looking forward with eagerness to the visit home. Perhaps we think we do not need the admonition. The very fact that we are happy in the prospect of going home tells that we have not forgotten home. We can even now feel the firm clasp of father's hand and see mother's tender smile of joy; and when we really do see them we feel that we love them more than ever before. But when we see the joy which our home-coming brings to them, do we not wish we had sent letters a little oftener? Do we not wish we had remembered mother's birthday with some thoughtful gift? We remembered other people and forgot mother, yet by no one would a remembrance have been more appreciated.

Before we make resolutions for next term, however, let us improve the opportunities which will come to us this vacation. Of course our interests are wide, our pleasures enticing and our joys are in some measure our parents' joys, too; but let us not
make the vacation center wholly in ourselves. Instead of mother planning a party for Mary, why might not Mary plan a party for mother, just once? Because mothers and fathers sacrifice for us they have not lost their own little personal prides and ambitions. We might be surprised at the real youthfulness we could bring back to them. Our attention, our love mean so much to them, why not show them all we really feel? They have planned on our return as much as we have. Let us not give all of our time and attention to outside friends. In the quiet evening at home, talking with mother and father, listening attentively to the things in which they are interested, sympathizing with them in their disappointments, planning with them for the future, confiding to them our own hopes and aspirations, we shall get nearer their hearts than ever before, we shall discover in them new worth, real companionship, and the vacation will mean added happiness not only to the home but also to ourselves.

BEFORE we close our mind finally to the struggle that has been going on for the past ten weeks on the foot-ball field, let us see if we can't get a little lesson. We admire the spirit and courage of the man who crawls along with the ball after the crowd has piled over him. We applaud the man who dashes through the little hole in the line and makes first down every time. We give all honor to the team that is defeated, fighting inch by inch, as they are pushed to their own goal-line. Let's take a lesson for each. There is the study that's hard and it's easy to be neglectful. Strike the line hard, make a desperate attempt, and use the three trials to get your gain. Don't give up the struggle until you have to. Let's have a word, and the one word that expresses all I have to say is, "Push!"

THE problem for the editor is agreed to be that of selecting for his theme the topic of all absorbing interest to his readers. Foot-ball is over. Snow on the athletic field has put an end to outdoor track and tennis. Even Thanksgiving day with its savory turkey and mince-pie has become but a pleasant memory. And yet we are not left without an outlet for our energies, a safety valve for our exuberant spirits, for near us looms up that ghastly grinning spectre, Examinations. When we first returned to college his form was so concealed within the bright
draperies of twelve happy weeks woven together of days of work and fun that we somehow ignored his existence. Then occasionally he thrust out his grim arm and enclosing us in his horrid grip whispered in our ears that he was yet abroad. One after another the filmy stuffs have dropped away till now he stands like the campus trees gray, gaunt and dismal.

And yet, however much we slander the poor old bony frame, we respect him none the less, for it is such as he who give to the whole structure, its staying qualities. We are not studying for the so-called final “exams.” We are working so that when the real testing time comes, be it soon or late, we may acquit ourselves honorably before the world as college men and women of whom it has a right to expect much. Viewed from this perspective, our otherwise dread foe assumes a friendly form, teaching us to study with the purpose of retaining, to discriminate between the immaterial and the important, the good and the better. After all, what are in college the “fianls” are in life but the preliminaries.

Is there one among us who has not heard that cleanliness is next to godliness? Hardly; yet cleanliness has a twin relative too often forgotten, too frequently ignored—that relative is neatness.

We have all seen girls whose wrinkled clothes are worn with a “hung-on” appearance, whose garments, many times, have rips yawning for that stitch that saves nine; girls whose ribbons are soiled and crushed, whose hair is flying in every direction, girls who are always in a hurry but constantly late. Mark them. If they become housekeepers, we should not care to call upon them but once; if they become business women their desks are sure to be in disorder, their offices in confusion. Their employer’s business “grows dull,” and they are no longer needed. Why? Too slack. Do we not all know boys whose suits have not been pressed since they left the tailor’s, whose shoes long since have ceased to be black, whose collar most likely is soiled and doubtless worn with a crumpled tie twisted into a hard knot? We have in mind now a college graduate, whose life has been a failure. He has lost one fine position after another. There is no fault to be found with his education. His morals are all right. What is the trouble? His personal appearance is against him.

On the other hand, all of us know a man who might have come out of that proverbial bandbox. His suit is as coarse as
our own in quality, but it is well brushed and carefully pressed; his neck scarf is no more expensive than our own but it is tied correctly. This man is no fop either. He is often called "well groomed." He has made a tremendous impression upon us, and we look for the reason. It is very clear. We may think that he has more money to spend. Not so, but he does spend a little more time, a trifle more care in attending to the details of his dress. It pays him well; he is a favorite with his employer; he is ready any time to meet his clients.

To us as college students, the question of neatness must appeal especially. We are at that age when habits of life are being formed. Steadily and firmly, habit is weaving her ever-strengthening net about us. To-morrow may be too late. What shall we do about it? Each shall decide for himself, for herself. It is now or never; choose.

Local Department.

V. W. C. A. NOTES.

Although there have been no reports of our work since college opened this fall, we have not been idle. The usual receptions that come in the fall have been given; our committees have been carrying out their work; mission and Bible study classes have been organized, and are holding their meetings regularly; and the membership has been increased by the addition of nearly all the girls of the entering class.

We have been helped especially in our plans for work by Miss Matthew, our newly appointed Secretary from the New England Committee.

Miss Matthew is from Berkeley, California, and a graduate of the University of California, and has just taken up this work. She came here on the thirty-first of October, and immediately began work with the separate committees, giving them suggestions and helping them in any way that they needed. On Tuesday afternoon an informal reception was given at Milliken House, when most of the girls met her, and had some chance of becoming acquainted with her.

In the evening of that day we had one of the most helpful meetings that we have had. Miss Matthew addressed the girls
in a very interesting and helpful way on the subject, “What Can Christ Mean to a College Girl?” Although she could not stay with us very long, we were all helped by the good things that she told us and the suggestions that she made.

GLIMPSES OF COLLEGE LIFE.

Mr. W. H. H. Bryant of Boston, the founder of the prize for the best essay on “Arbitration Instead of War,” recently spoke to the students at the close of the chapel exercises.

Many of the students are interested in photographs at this time of the year. Our attention has been called to Howard’s studio which is said to be especially good.

Bates supporters took Waterville by storm on the occasion of the Colby-Bates game. Over one hundred and thirty went on the special train, a happy and satisfied throng.

Two of the men from the outside world who have conducted chapel exercises recently are Rev. Mr. Clifford of South Paris, and Mr. Harry Myers of Hillsdale, Michigan, general secretary of the Free Baptist Young People’s Society.

Discussion as to who should follow out the good work done by Captain Reed, this year, was brought to a close, November 14, by the election of Kendall, ’06. Mr. Kendall has played on the team for three seasons, giving full satisfaction, and is by all means a man worthy of the place.

Hallowe’en passed quietly at the college, but noisily where the different classes met. 1905 went to Frost’s Park, a short distance below Lisbon; 1906 went to Sabatis; 1907, to East Auburn; and 1908 to one of the houses near the college. All reported excellent attendance and good times.

That Bates has many friends who are deeply interested in her welfare becomes more and more evident with each term. The attention of the students was recently called to the gifts of Amos W. Stetson of Boston, who has made valuable additions to our Library furnishings as well as to the college in other ways.

Bates is being represented, this year, by a musical club among the young ladies. A short time ago they appeared in Westbrook where they were warmly received. Miss Ames, 1905, read several times during the program, with fine success. Before return-
ing to college, the members enjoyed an evening at the home of Miss Quinby, 1907.

It would seem that all complaints about the lack of a Bates song must be swept aside, for only a few weeks ago there appeared a song, the words and music of which were written by Miss M. Alice Bartlett, 1905. The words are full of Bates spirit, the music full of harmony and beauty. The one thing to do is to get copies and learn the song.

Never in the memory of the students, probably never in the history of the institution, has so much enthusiasm been let loose among the students. One good mass-meeting came before the Maine game, two before the Colby game, and two before the Bowdoin game. The team has shown itself worthy of the feeling and there is a general satisfaction over the result of the season.

Monday afternoon, November 14th, a large number of the young men of 1905 and a few other guests gathered at the home of President Chase, at the invitation of Mrs. Chase. The gathering was informal, and very pleasant. Opportunity was given to meet many of the wives of the Faculty and interested friends, after which Professor Anthony of Cobb Divinity School gave a very interesting talk on the universities of Germany, where he spent two years in study. Refreshments were served near the close of the afternoon. Many expressions of pleasure for the afternoon were heard as the party broke up.

The declamations for the Sophomore Class took place as usual during this fall term. These were pronounced excellent by those who heard them. The prize division gave its parts in the college chapel, Tuesday, November 8th, and was attended by an especially large number of people. A pleasing part of the exercises was the music which was furnished by the college orchestra. The program:

**Music**

**Prayer.**

The Boy Who Was Scared o’ Dying.—Sclosson.
Leadership of Educated Men.—Curtis.
The Island of the Scots.—Aytoun.
Secession.—Hale.

**Music.**

The Travels of a Soul.—Pyle.
Heroism and History.—Bateman.

Miss E. R. Willard.
J. S. Pendleton.
Miss G. A. Manson.
E. P. Freese.

Miss M. A. Clifford.
E. S. Foster.
The Little Match Girl.—Anderson.  
Affairs in Cuba.—Thurston.  
A Slow Man.  
Wendell Phillips.—Curtis.  
The Legend of the Vain King.—Van Dyke.  
Peace-Makers of Blessed Memory.—Wallace.  

**Music.**

At the close the committee of award, Senator W. P. Frye, J. T. Small, Miss Louisa N. Brown, awarded the prizes to Miss Anna F. Walsh of Lewiston for the young ladies, and to Mr. Louis B. Farnham of Orland for the young men.

**Athletics.**

The foot-ball season closed with the Bowdoin game of November 12 and Bates ranks second among the Maine colleges. Considering the weakness of the team at the close of last season and the light material with which the coaches had to work this year, the season's general record and outcome is beyond all expectations. Success was due to the hard work not only of Captain Reed, Manager DeMeyer and Coaches Moody and Purinton whose services Bates was particularly fortunate in securing, but to the faithful efforts of every man connected with foot-ball, substitutes, members of the second team and first team, all alike. Manager DeMeyer below gives a few facts of interest in connection with the players and the season's record.

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**A Schedule of 1904.**

Bates 6, New Hampshire State 0.  
Bates 20, Hebron 0.  
Bates 0, Holy Cross 0.  
Bates 0, Exeter 0.  
Bates 0, Harvard 11.  
Bates 6, U. of M. 0.  
Bates 40, Pine Tree Association 0.  
Bates 23, Colby 0.  
Bates 6, Bowdoin 12.  
Total—Bates 101, opponents 52.
List of all men who have represented the college in any inter-collegiate foot-ball contest this season:

Reed (Capt.), all of N. H., H. C., Harvard, U. of M., Colby, and Bowdoin.
Johnson, all of N. H., H. C., U. of M., Colby, Bowdoin, part of H.
Thurston, all of N. H., H. C., H., U. of M., Colby and Bowdoin.
Turner, all of H. C., H., U. of M., Colby, Bowdoin, part of N. H.
Schumacher, all of N. H., Colby, Bowdoin, U. of M., part of H. C.
Libby, all of N. H., H. C., part of U. of M., Colby and Bowdoin.
Messenger, all of H., U. of M., Bowdoin, part of N. H., H. C., and Colby.
Mahoney, all of N. H., H. C., H., Colby, and Bowdoin, part of U. of M.
Wight, all of N. H., H. C., H., U. of M., Colby and Bowdoin.
Lord, all of H. C., H., part of U. of M., Colby and Bowdoin.
Connor, all of H., Colby, U. of M., part of N. H., H. C., and Bowdoin.
Kendall, all of H., U. of M., Bowdoin, part of N. H., H. C., Colby.
Foster, '07, all of N. H., part of H. C., and H.
French, part of Colby, and U. of M.
Jackson, part of N. H.
Foster, '08, part of Bowdoin.
Fraser, part of H. C., and Colby.
Phillips, part of the Holy Cross game.
Whole number of men out for the year, 41.
Average number out, 28.

Weight of the 'varsity men: Mahoney 145.5, Reed 179, Johnson 188, Thurston 164, Turner 165, Schumacher 179, Messenger 148.5, Wight 144.5, Kendall 156, Lord 159.5, Connor 181.5.

Men who have won B's: Reed, Johnson, Thurston, Turner, Schumacher Mahoney, Messenger, Wight, Lord, Kendall, Connor, and Libbey.

Men who are entitled to a substitute sweater: Foster, '07, Foster, '08, Jackson, '06, French, '08, Fraser, '08, Phillips, '06.

The Senior Class has been represented on the 'varsity by Reed, Turner and Libbey; Juniors, by Kendall, Thurston, Con-
nor, Johnson and Mahoney; Sophomores, Wight; Freshmen, Schumacher, Messenger and Lord.

Total number of college games played, six.

Bates has scored 41 points in the college series to her opponents 23.

In the Maine college series she has scored 35 points to her opponents 12. Bates has won 2 Maine college games and lost 1, giving her a percentage of 66 2/3.

J. E. DeMeyer, Manager.

BATES 23, COLBY 0.

Bates played her second Maine championship game with Colby at Waterville Saturday, Nov. 5. It was thought by many that this game would be the hardest one for Bates to win, as Colby had defeated Maine the week before and showed a marked improvement in her work.

After the first few moments of play, however, it was evident that Bates was far superior to her rival, and the only question was, how many touchdowns can Bates score? Colby was outplayed at all points of the game. She could not make her distance nor could she stop the terrible onslaught of Conner and Schumacher nor the hurdling of Kendall and the end runs of Lord. Only once was Bates' goal in danger when Colby had the ball on Bates' two-yard line. Bates, however, held for downs and soon after Lord circled Colby's end for a touchdown, making a spectacular run of over 80 yards and successfully eluding the entire Colby team. Kendall distinguished himself by remarkable hurdling, jumping the line and making gains of five and eight yards. Conner and Schumacher were the strong line gainers for Bates, as they frequently waded into the Colby defense for 8 and 10 yards. The work of Lord and Messenger was also very noticeable and commendable.

Bates.

Mahoney, l.e.................................l.e., Pugsley.
Reed, lt........................................l.t., Lyons.
Johnson, l.g..................................l.g., Newman.
Thurston, c...................................c., Cotton.
Turner, r.g....................................r.g., Sherbourne.
Schumacher, r.t..............................r.t., Smith.
Messenger, r.e..............................r.e., Reed.
Libbey, r.e....................................q.b, Craig.
Wight, q.b.................................l.h.b., McVane.

Colby.

Bates 23, Colby 0.
BOWDOIN 12, BATES 6.

In the final championship game of the year Bates met defeat at the hands of Bowdoin on Whittier Field, Brunswick, Saturday, November 12.

It was a clean, hard struggle for the championship of Maine, and the 3,500 people who surrounded the field saw the greatest game ever played on a Maine gridiron.

Both Bates and Bowdoin had defeated Maine and Colby and the championship awaited the victors of this contest. In justice to the players it cannot be said that Bates was in the pink of condition. Connor, early in the season, received an injury in his sciatic nerve which kept him out of all scrimmages from the Maine games to the Bowdoin game. Kendall was likewise out of practice for over a week.

Bates, however, gives to Bowdoin the full measure of glory which attends such a victory, and concedes that Bowdoin had the better team and therefore earned victory. In the first half each team scored a touchdown. Bates opened the game and started off with a rush. After holding Bowdoin they secured the ball and carried it half the length of the field for a touchdown in less than 10 minutes of play. Bowdoin now turned the tables and getting the ball on the kick-off carried it 75 yards for a touchdown. The half closed with the score 6 to 6.

At the opening of the second half, neither side could break the defense and each had to kick back and forth several times. At about the center of the field Bowdoin began a series of plays that Bates could not stop. In these plays Finn particularly figured. Time after time he shot through the Bates line, generally center, for 3 and 5 yards. Bates fought every inch of ground and it took twenty minutes for Bowdoin to score her second touchdown.

To Bates' ends and secondary defense is due great praise for their defensive work. Not once did Bowdoin circle either end
for a gain, and early in the game discovered the uselessness of attempting it.

For Bowdoin the work of Finn was the most noticeable feature.

The line-up and summary:

**Bowdoin.**

J. B. Drummond, i.e..................i.e., Mahoney.
Finn, l.t................................l.t., Reed.
Sanborn, l.g............................l.g., Johnson.
Philoon, c................................c., Thurston.
Hawkesworth, r.g........................r.g., Turner.
Garcelon, r.t...........................r.t., Schumacher.
W. B. Drummond, r.e..................r.e., Messenger (Libbey).
McGraw, q.b..............................q.b., Wight.
Chapman, l.h.b.............................l.h.b., Kendall.
Speake, r.h.b..............................r.h.b., Lord (Messenger).
Curtis, f.b.................................f.b., Connor (Foster, '08).

**Bates.**

Score—Bowdoin, 12; Bates, 6. Touchdowns—Connor, Curtis, Finn.

Time—30-minute and 25-minute periods.

**THE INTER-CLASS FIELD MEET.**

Despite the somewhat conflicting interests of foot-ball, Bates' Annual Interclass Meet was of special interest this fall. October 31, the day selected, was favorable, and about 28 of our students rivalled each other for honors on Garcelon Field.

The meet was won by the Juniors who made 56 points. The struggle for second place between the Sophomore and Freshman Classes was exciting, and resulted in a victory for the Sophs, who totaled 25½ points, while the Freshies came close behind with 34½ points.

The Seniors were represented on the field as officials, and a large part of the success and snap of the meet was due to the very creditable way they acquitted themselves.

The cup that was offered by a member of Bates, '04, was not won, but it is safe to say that Capt. Allan will make a hard try for it in the spring.

French, '08, won the greatest number of points, 16. Redden and Capt. Allan were tied for second position with 15 points each. Hull, '08, was third with 11 points.

One of the many good results of this meet was to show up the quality and amount of athletic material in the Freshman Class,
which must be the backbone of our track team next spring. We find there men such as Higgins and French, who with training and hard work on their part, will enable us next spring to send a Bates College track team to the Intercollegiate Meet that will advance our track interests beyond all previous records.

What we want, and what our student body is demanding, is a better track team, and I take this opportunity to call on you athletes who have taken part in our meet this fall to put forth your best efforts next spring, and those of our students, who would come out for track work if they were not laboring under the delusion that track men have to be born with the winged feet of Mercury. To them I say that any student with sound body can by persistent effort and training win a place not only in our interclass meet, but in our intercollegiate meet as well, and we must place our track interests on a level, at least, with the track interests of the other Maine colleges.

The summaries:

Half-Mile.—Won by Allan, '06, 1st; Ramsdell, '07, 2d; and Blake, '06, 3d. Time—2.16.
Quarter-Mile.—Won by Jackson, '07, 1st; Gauthier, '06, 2d; and Boak, '07. Time—57 seconds.
High Hurdles.—Won by Frazer, '08, 1st; James, '06, 2d; and Jordan, '08. Time—18 seconds.
100-Yard Dash.—Won by Hull, '08, 1st; Redden, '06, 2d; and White, '07, 3d. Time—10 3-5 seconds.
Shot-Put.—Won by French, '08, 1st; Redden, '06, 2d; and Conner, '06, 3d.
Low Hurdles.—Won by Rogers, '07, 1st; Whittum, '07, 2d; and Wiggin, '06, 3d. Time—29 1-5 seconds.
Mile Race.—Won by Allan, '06, 1st; Ramsdell, '07, 2d; and Higgins, '08, 3d.
220-Yard Dash.—Won by Hull, '08, 1st; Redden, '06, 2d; and Gauthier, '06, 3d. Time—24 1-5 seconds.
High Jump.—Won by Kelley, '07, 1st; James, '06, 2d; and White, '07, and Frazer, '08, 3d. Distance—5 feet.
Pole Vault.—Won by Wiggin, '06, 1st; French, '08, 2d; and White, '07.
Hammer.—Won by French, '08, 1st; Conner, '05, 2d; and Redden, '06, 3d.
Discus.—Won by Redden, '06, 1st; French, '08, 2d; and Mahoney, '06, 3d. Distance—92 feet 8 inches.
Broad Jump.—Won by Boak, '07, 1st; White, '07, 2d; and Hull, '08, 3d. Distance—18 feet, 4 inches.
Two-Mile Run.—Won by Allan, '06, 1st; Farrar, '06, 2d; and Higgins, '08, 3d.
WE often hear people remark about the amazement our Puritan cousins would experience, if we could suddenly transport them from the past to the present, "call them up" by telephone, for instance, and take them for a spin in an automobile, or on an excursion in a naphtha-launch, or a visit of a few days in California. But would not those home-spun maidens and even the few men who aspired to Harvard in those days, be equally as surprised to be transported suddenly into the college world of to-day? Could you have persuaded Washington that within a century of which he saw the beginning, his country would support nearly five hundred colleges? Who could have imagined a century and a half ago the educational ties of to-day, binding together the thousands of men and women who represent the American college world? Yet the very fact that we are college men and women gives us a unity, common hopes and aspirations.

Perhaps in nothing are colleges more unified, in nothing do they exhibit a more friendly feeling for each other than through their journals. Here the rivalry of the athletic field is laid aside and both prejudice and favoritism are forgotten. *The Bowdoin Quill* and *Bates Student* lie quietly together on the same shelf without even turning their backs to each other. Through the "Exchanges" California and Maine have become neighbors. Is not the progress of college journalism in this century as marked an advance as that of steam and electricity over the old methods?

Indeed, at the present writing, when telephones have failed because of a recent storm, we can still shut ourselves in from the cold outside and picking up the *Vassar Miscellany*, can amuse ourselves an hour over its bright storiettes, its carefully written sketches and its scholarly essays. "The Reporter and the Princess" is wholly a work of the imagination, yet its theme is not original. The "Dawn of Morning" is certainly worth reading. It is a sketch of a heart struggle and shows some knowledge of human nature. Its success is due mainly to the suggestiveness of its style.

*The Tuftonian* contains a story showing strong imaginative power, "The Resurrection of a Mummy." We are led to the heart of an Egyptian pyramid and there, amid a darkness relieved only
by a flickering torch, by a description suggesting the horrors of Edgar Allan Poe, we are made to see the dead come slowly to life and then fall to the decay of six centuries. The figures used are well chosen. The words fit the subject and make a vivid picture. The element chiefly noticeable in the story is its strength.

A new library is being erected on the Mount Holyoke Campus. Half of the fund of $50,000 was contributed by Mr. Carnegie.

*The Mount Holyoke* contains an interesting and complete account of the Silver Bay Conference, closing with this significant thought from Dr. Van Dyke:

“What we have lived, we know;
What we know, we owe.”

*The Georgetown College Journal* contains a fine cut of the university building. The paper as a whole, however, does not reach its usual high mark. In vain did we look for the “ex-man’s” column, always so interesting and unsparing of friends and foes. We would express our hope that the *Journal* has not given up this department, but that next month the “ex-man” may appear with more originality and more helpful criticism than ever before.

**The College Walks.**

My heart has found a secret dell,
Where the nimble sprites of the woodland dwell;
Where the moonbeams dance to the brooklet’s lay,
As it sings aloud on its cheerful way.
No darksome clouds o’ershadow the stream,
This dale ne’er quakes ’neath the lightning’s gleam;
No howling tempest spends its might,
But peace e’er dwells in this realm of light.
When shadows grim creep o’er my life,
When weary of care and weary of strife,—
My heart finds solace in that dell,
Where the nimble sprites of the woodland dwell.

*—Georgetown College Journal.*

**IN DE SPRING.**

Dey comes a time when dis heah earf
Seem like it am a chile,
When ev’yt’ing am young an’ green
An’ de apple orchards smile
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THE BATES STUDENT.

Till yo' can't hol' in no longa,
   An' yo' laff so loud an' long
Dat yo' scares de muvva bluebird
   In de middle o' huh song.
Den's de time yo' feels yo's young once mo'
   Dough yo' haid am white's snow,
An' yo' mind, it gits a-wand'rin'
   Wha' it's allers sho' to go—
To dat day when yo' deah Mandy
   'Lowed, as sho' as she wuz black,
Dat she'd love huh Rastus allers
   'Till de spring stopped comin' back.

—Smith College Monthly.

WHEREUNTO?

I.
Am I bound for that far off unknown shore
   Of Destiny's unknown sea
Where lies the wreck of many a bark
   That stranded on the lea?

II.
Dark, desolate shore, I dread it not;
   My Pilot lies anear;
Though high the sea and black the storm,
   I go forth without fear.

—The Buff and Blue.

Books Reviewed.

"That is a good book which is opened with expectation and closed with profit."

A. Bronson Alcott.

FORMS OF ENGLISH POETRY. By Charles F. Johnson, L.H.D., Professor of English Literature in Trinity College, Hartford.

Equally suitable for young people and for general readers this volume contains the essential principles of the construction of English verse, and its main divisions both by forms and by subject matter. The historical development of eight of these divisions is sketched and briefly illustrated by examples, but the true character of poetry as an art and as a social
force is always kept in evidence. The book will cultivate an appreciation and a love of poetic literature, and will arouse in the student a love of poetry that is too often absent from the routine analysis of literary masterpieces undertaken to fulfill the requirements of admission to college.


Moraín’s El Si de las Ninias. Edited by J. Geddes, Jr., Ph.D., and F. M. Josselyn, Jr., Docteur de l’Université de Paris, Professors of Romance Languages in Boston University.

A late addition to a growing series of Spanish texts published by the American Book Company. One of the most popular of this dramatist’s works, exposing the results of a conventional, misguided education. The situations in the play are humorous and cleverly devised, and the characters ably portrayed.


Wagner’s Die Meistersinger von Nürnberg. Edited by W. W. Bigelow, Associate Professor of German, Amherst College.

This representative German drama is here presented for class reading, with a scholarly and helpful introduction, treating fully of the meistersingers and their guild. It is an accurate, genuine, sympathetic picture of German life, showing its striking mixture of idealism and realism. This period of the nation’s history is here painted in attractive colors, and surrounded with genial humor and poetic beauty. The leading authorities have been consulted in its preparation.


This standard work now issued in a new and thoroughly revised edition, comprises within a moderate compass a narrative of the most important events in the world’s history, with their causes and consequences. The specially significant and interesting details have been singled out for treatment. Tables of bibliography direct the inquirer to additional writers on various topics. There are also numerous maps and genealogical tables. This book is equally suitable for students, and general readers. It is convenient in form, and presents the results of thorough research and investigation. It is admirably adapted either for continuous study or as a reference manual for consultation.


If read in the right spirit much enjoyment may be gained from this book. The author, who says he is one of the Strulbugs who live forever, and so has lived with Shakespeare “in soul-lit love for three hundred and forty years,” relates the joint life of himself and William. As his companion he is with Shakespeare when that one played before Elizabeth at Kenilworth, and when he became assistant prompter to Burbage at the Blackfriars. Large portions of several of the plays are quoted, and many startling opinions on various subjects are brought forward. After bury-
ing Shakespeare, he comes down through the long years, to quote other famous men whom he has known, such as Washington, Napoleon, Lincoln and Grant. The book contains portraits of Shakespeare and Col. Joyce.


**ELOCUTION FOR BUSY PEOPLE.** By Frances R. Haywood, Principal of the Haywood School of Elocution and Dramatic Art.

The object of this little manual is to present in as concise a form as possible the main principles of elocution. It is written in a simple and condensed form, avoiding all long rules and technique, and comes heartily recommended by elocution teachers. Its popularity is shown by the fact that it has gone through eleven editions. The first part of the book contains many exercises for voice culture. These are followed by selections for delivery.

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**COLLEGE ENTRANCE REQUIREMENTS IN ENGLISH—1906—1908.**

The works included in this volume are Burke's "Conciliation with the American Colonies," Shakespeare's "Julius Caesar," Milton's "Minor Poems," Macaulay's "Life and Writings of Addison" and Macaulay's "Life of Samuel Johnson." These have been gathered from the Eclectic Series of English Classics, and are well edited.


**FIRST LATIN WRITER.** By Mather W. Abbott, master in Groton School.

The book contains a set of thirty-seven lessons, founded on the second book of Cesar's Gallic War. The exercises are particularly suited for second year students of Latin.


**GREEK PROSE COMPOSITION.** By Edward H. Spieker, Ph.D., Associate Professor of Greek, Johns Hopkins University.

The exercises in this book are intended for the use of college classes. Some of the lessons are founded on the works of Demosthenes and Plato. The introduction and notes are especially helpful. The book is also supplied with an excellent vocabulary.

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