

## TABULATION OF FOUR MAINE COLLEGE ALUMNI OCCUPATIONS

Interesting Details Regarding Last Year's  
Graduates Compiled.

At the request of the State Department of Education, Professor Ernest C. Marriner has compiled statistics showing the occupations in which the most recent graduates of the four Maine colleges are engaged. What are the men and women who graduated in 1926 now doing? This is the question which Professor Marriner sought to answer, and his compilation reveals many interesting facts.

Of course, teaching leads all other occupations by a wide margin. Of the 528 graduates exactly 200, or 37.8%, are in that profession. Of women alone teaching claims the astounding total of 119 out of 149, or nearly 80%. That 21% of the men should be teachers is hardly more than one would expect.

The large percentage of women engaged in teaching is an aspect of the survey which gives rise to several pertinent comments. In the first place, the women's divisions at Bates, Colby, and the University of Maine are virtually normal schools. Since four out of every five of the women graduates become teachers, the authorities of these three colleges may well ask whether they are doing all that they can, with present means, to turn out efficient teachers.

A second comment that this phase of the survey provokes is its revelation concerning the boasted equality of vocational opportunity for men and women. If these statistics for the Maine colleges are typical for all New England, one of two things is certain: either equal opportunity does not exist, or women do not take advantage of the proffered opportunity. Of the

149 women graduates in 1926 it has already been noted that 119 entered teaching. What became of the other thirty? Four are engaged in social work, two in secretarial work, and two are in graduate school. Retail trade, home economics, and housekeeping claim one each, while five are without occupation, and concerning fourteen the occupation is unknown. Teaching, social work, secretarial work, retail trade, home economics, and housewife—just six occupations in all for 149 college trained women.

The variety of occupations into which college men are now going is very gratifying. While teaching claims 81 of the 379 male graduates, it is surpassed by 101 who entered the business world. Retail trade is the business classification containing the largest number, but insurance, banking, securities, automobiles, accounting, hotels, telephone, and such corporations as Standard Oil and United States Steel are also well represented.

All friends of higher education in Maine ought to feel proud of the relatively large number of students who go on to graduate school, either for academic or professional degrees. The survey shows 22 men and two women pursuing courses in academic departments of graduate school, while 39 men are working for professional degrees, the number being distributed among divinity, medicine, law, engineering, and business administration.

The appended tables give the statistics in detail and show how the four colleges compare in the occupational placement of their 1926 graduates.

COMPARATIVE TABLE.

No. Graduates in 1926	Bates		Colby		U. of M.	
	M	W	M	W	M	W
No. in graduate school	100	61	61	60	45	158
1. Academic	8	2	1	2	1	10
2. Professional	16	10	0	9	0	4
Teaching	17	20	52	23	38	21
Retail Trade	9	5	1	8	0	11
Insurance	8	2	0	2	0	1
Bonds and Securities	2	1	0	4	0	0
Secretarial Work	3	1	0	0	2	0
Manufacturing	6	0	0	1	0	0
Large Corporations	6	0	0	0	0	5
Banking	6	0	0	1	0	0
Automobiles	4	0	0	1	0	0
Engineering	2	1	0	0	0	35
Journalism	3	0	0	0	0	1
Chemist	0	3	0	0	0	0
Cost Accountant	0	3	0	0	0	0
Clergyman	0	0	0	2	0	0
Social Work	0	1	4	0	0	0
Advertising	1	0	0	0	0	0
Agriculture	0	0	0	1	0	10
Supt. of Schools	0	0	0	1	0	0
Hotel	0	0	0	1	0	1
Pox Ranch	0	0	0	1	0	0
Forestry	1	1	0	0	0	11
Agricul. Exper. Station	0	0	0	0	0	2
Telephone	0	0	0	0	0	8
Boys' Club Sect.	0	0	0	1	0	0
Musician	1	0	0	1	0	1
Greenhouses	1	0	0	0	0	0
Tree Surgeon	0	1	0	0	0	0
Home Economics	0	0	0	0	0	1
Housewife	0	0	0	0	1	0
Unspecified	5	0	0	0	5	0
Without Occupation	1	3	2	1	3	0
Occupation unknown	0	7	1	0	0	32

SUMMARIZED TABLE.

No. Graduates 1926	Men		Women		Total		Per Cent
	379	149	528	---	---	---	
No. in Graduate School	22	2	---	---	---	---	---
1. Academic	39	0	03	---	---	---	11.9
2. Professional	81	119	200	---	---	---	37.8
Teaching	38	0	38	---	---	---	07.2
Engineering	33	1	34	---	---	---	09.4
Retail Trade	13	0	13	---	---	---	02.5
Insurance	13	0	13	---	---	---	02.5
Forestry	11	0	11	---	---	---	02.1
Agriculture	11	0	11	---	---	---	02.1
Large Corporations	8	0	8	---	---	---	01.5
Telephone	7	0	7	---	---	---	01.3
Bonds and Securities	7	0	7	---	---	---	01.3
Manufacturing	7	0	7	---	---	---	01.3
Banking	4	2	6	---	---	---	01.1
Secretarial Work	1	4	5	---	---	---	00.9
Social Work	5	0	5	---	---	---	00.9
Automobiles	4	0	4	---	---	---	00.7
Journalism	3	0	3	---	---	---	00.5
Chemist	3	0	3	---	---	---	00.5
Musician	3	0	3	---	---	---	00.5
Cost Accountant	3	0	3	---	---	---	00.5
Clergyman	2	0	2	---	---	---	00.3
Hotel	2	0	2	---	---	---	00.3
Agr. Experiment Station	6	2	8	---	---	---	---
Miscellaneous (8 occupations)	5	5	10	---	---	---	---
Without Occupation	10	0	10	---	---	---	---
Unspecified	30	14	63	---	---	---	---
Occupation Unknown	---	---	---	---	---	---	---

## POWDER AND WIG SHOW A SUCCESS

"Royalty Flushed" Delights  
A Large Junior Week  
Audience.

Powder and Wig scored a distinct triumph with its musical comedy, "Royalty Flushed," presented May fifth at the Opera House before a well-filled house. To Ralph H. Ayer, '28, who wrote the lyrics and the melodies, and to John A. Nelson, '27, who wrote the book, must go much of the credit, both for the text and for the performance.

The comedy tells in tuneful song and humorous dialogue of the misadventures of royalty in the Principality of Roquefort. Baron Gaseous (John Nelson), "the big smell in Roquefort," is determined that his niece Princess Patzavia (Katherine Files), the nominal ruler, shall wed Prince Lollipoppe of Limburger. Negotiations proceed. But the princess is reluctant, for Wilmont Wiggins (John Chadwick), son of an American pickle king, arrives opportunely and declares his love for her whom he had met in his own country as merely Miss Patzavia Frankfurter. Prince Lollipoppe, too, is reluctant; he cannot force himself upon her; moreover, he discovers that his love, without regard to necessities of statecraft, is strangely stirred by Lady Lou of Yonkers, an American friend visiting the princess.

It's plainly a case for Wiggins! Aided by Sergeant O'Leary (Rowland Baird), soldier of fortune, and by his "honorable" army of misfits; aided especially by two humble compatriots—Thirsty Thaddeus (Charles Nelson) and Snowdrift Johnson (George Bernhard)—Wilmont engineers a 100% American revolution, wins over the mighty war-lord Blotsky (Leroy Ford), who pines secretly for the air of freedom and for the favor of lovely Countess Collefoure (Adrienne DeLisle), overthrows the odorous baron and offers the presidency of the Republic of Roquefort with the person of her liberator (himself) to Miss Patzavia. She accepts both. We are assured that Lady Lou and Lollipoppe—who now quite belies his name—will likewise make a match.

All those who participated may well feel satisfied. The explosions of Nelson as Baron Gaseous, the vocal work of Chadwick and Miss Files, and the dancing of Williams and Miss Thelma DeLisle gained especial favor. Every movement of the army was a delight, with the acting of Bernhard and Poote as Johnson and Hanz particularly noteworthy. The orchestra and stage management were all that could be desired. Scenic effects new to Waterville stages in drapings and properties made pretty settings for the gowns and uniforms.

It is rumored that the show may be taken to some of the neighboring cities; certainly it is worthy of wider circulation.

The energy and initiative, the good judgment and ability of those in charge of the Powder and Wig performance deserve nothing but praise and encouragement. Equally commendable were the efforts of those responsible for the Junior Class activities of last week. Such demonstrations are eloquent testimony to the truth of President Roberts's oft-repeated quotation, that "of the talents entrusted to human kind, not one one-hundredth is ever brought to full fruition." For all those who contributed to last week's success, "nil nisi bonum."

One who attempts to judge any stage performance is far astray unless he takes it for what it is and what it tries to do. "Royalty Flushed" is meant simply for highly pleasing entertainment. It is that. The music is lively and singable, and if one hears echoes now and then—well, musical comedy specializes in echoes. We have the Graustark story, with variations. But the variations are vital, and in them we find an originality and humor truly refreshing. Incidentally, it is refreshing also to see an undergraduate performance bubbling with fun, and having not one word or gesture a hair's breadth off-color or suggestive.

There were, alas! Some unspeakable lines, some jawbreakers. But although these and the like flaws betrayed the amateur's lack of finish, they were hardly noticed in the

## JUNIOR WEEK PROVES SUCCESS

First Attempt In History of  
College Meets With General Approval.

Colby's first junior week program, which began last Thursday evening, ended that night with informal receptions and dancing parties at all of the fraternity houses.

In previous years the junior activities have been limited to the prom, held at about this time each year, and a class day program during commencement week. The innovation was made largely because the week-end commencement planned for this year necessitates a smaller number of events at that time. Since many have considered the traditional junior day out of place at commencement time, when interest naturally centers in the graduating class, the success of this year's experiment is gratifying. It seems likely that junior week will become an annual affair.

The festivities opened Thursday evening with the musical comedy.

Friday afternoon, the guest of honor, Senator David I. Walsh of Massachusetts, addressed the members of the class and a large number of their friends at the City Opera House.

Friday evening the annual junior prom was held at Elks' Hall. This affair, which was formal, drew a large attendance and was said to compare favorably with past events of its kind. The actual class day exercises were held in the chapel and on the campus, Saturday morning at 10.30, before a gathering of undergraduates, faculty, and other friends of the class. The class formed at South College and marched to the chapel, where the singing of the class ode, written by Rufus M. Grindle, preceded prayer by the class chaplain, Lawrence A. Peakes. The class history for the women's division was given by Miss Claire Jane Richardson, and that for the men's division was given by Conrad P. Hines. Next came the class oration by Charles P. Nelson. The gifts were awarded by George P. Bernhard, who also announced that Miss Cornelia Adair and Charles P. Nelson had been chosen as the two members of the class most likely to succeed.

After these awards had been made, the class and its guests went out on the campus, where the pipe speech was delivered by Charles P. Towne. This was followed by the ivy addresses, that for the women being given by Miss Cornelia Adair and that for the men by Cecil E. Poote. Charles P. Nelson planted the ivy for the class.

After these exercises a tennis match between Bates and Colby was played on the college courts, Colby winning easily. In the afternoon the Colby track team defeated the Northeastern University team by a single point.

H. P. K.

## Observations from the Sidelines

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There were, alas! Some unspeakable lines, some jawbreakers. But although these and the like flaws betrayed the amateur's lack of finish, they were hardly noticed in the general excellence. Snap and enthusiasm carried the show triumphantly. The orchestra and stage force performed unobtrusively and well. One must regret that some of the voices showed the wear of hard rehearsal. But one judging this second original production of Powder and Wig, judging critically and honestly, has yet so little to condemn and so much to praise that the balance leans heavily to the credit side. Powder and Wig is to be highly congratulated.

Hammond's circuit clout with three on in the fourth inning gave Maine a 7 to 3 victory over Colby at Orono, May 4. Cassista and Nanigan had hit, and Durrell had been passed. Neal tightened up and fanned the next two, but the damage had been done. Crozier, on the mound for Maine, and Neal both did good work, and the defense of each team was smooth, Colby being clocked for the only error. Four Colby hits in the first frame were good for but one run. In the eighth, Colby spurred, Lovigne following McDonald's bingle with a three bagger, an out affording two counters. Brown pitched the last two innings for Colby, one run being scored off him on a scratchy clout by Nanigan followed by a double by Mosser.

Milko Ryan's track outfit scored another close victory Saturday, defeating the Northeastern team 68

## SENATOR DAVID I. WALSH ADDRESSES STUDENTS

Class Guest Attracts Large Audience—Makes  
Appeal For The Preservation Of Historic  
American Ideals.

The Honorable David I. Walsh, United States Senator from Massachusetts, and former Governor of Massachusetts, gave the members of the Junior Class his own formula for finding success in life, and after a definition of true Americanism appealed to the leaders of the future to preserve the ideals that have been handed down by the founders of our country.

Senator Walsh spoke in the City Opera House at 2.30 P. M., last Friday afternoon, to a very representative audience made up of students and faculty, professional and business men and women, Republicans and Democrats. Introduced by Charles P. Nelson, Senator Walsh spoke for three quarters of an hour, closely followed by a very attentive audience.

"When I was Governor of Massachusetts," began Senator Walsh, "I once had occasion to visit the public schools of Orange, Mass. I went there accompanied by the governor's military aides,—those tin soldiers we had before the war,—much gold braid, and much avoirdupois. Upon arrival at Orange, I stepped up where I could see the school children, and then proceeded to ask them questions. 'Who are these?' I asked, pointing to my aides. 'Soldiers!' came the reply. 'What do they do?'—'Fight!'—'And who is this?' I asked pointing to myself. 'The governor,' they said; and they had been well coached! 'And what does he do?' I inquired. 'Nothing,' came the reply.

"Just as the governor of Massachusetts was believed to have nothing to do, so (I suppose) some of the Juniors who have been reading the reports of debates in the Senate believe that Senators have nothing to do but talk. That is why I am here!"

The Senator then stated that he would like to address a few words of advice especially to the Juniors, before speaking to the audience at large. This advice, he said, would be the sort of thing he would like to have some older and more experienced person give him, if he were back in college again.

"There is one question," declared Senator Walsh, "that haunts us all the time. The captain of the team asks himself this question at the beginning of the football game. The pitcher, before throwing his first ball across the plate, asks himself this question. When the doctor sees a living human form stretched out before him and his operating instruments are in his hand, he asks himself this question. The lawyer try-

ing a case in court asks himself this question. The Senator, rising to speak on some great public question affecting the lives and happiness of the entire country, asks himself this same question. And you students, when you sit down to your college examinations, have the same question to answer. And at the end of life, it is this same question that rises to our minds with the last faint flicker of consciousness.

"Do you guess what the question is? It is: 'AM I PREPARED?' And your answer to that question makes your success or failure. What is the secret of success? Success depends chiefly on being prepared to take advantage of the opportunities that come your way. Let me repeat my formula for you:—Success depends chiefly on being PREPARED to take advantage of opportunities.

"A second element that makes for success is the power of concentration. Young men, learn to concentrate! Play when it is time to play; dance when it is time to dance; work when it is time to work; study when it is time to study; and pray when it is time to pray. Be prepared, and learn to concentrate, and I guarantee that you will be successful."

Senator Walsh then turned to include the whole audience in this address. "What is education for, after all?" he asked them.

"We seek an education," he went on, "partly in order that we may get the most out of life. That is a perfectly commendable desire. But we who have been favored with an education owe a duty to those who are not so fortunate. Education is not merely to enable you to get all you can out of life, but to enable you to put something back in again. You must give back enlightened leadership. Shame on the man or woman who takes in everything from society and gives nothing back! Such conduct is thoroughly un-American.

"What is the true American spirit? For a definition of Americanism we must go back to the words of those who founded America,—to the Declaration of Independence. There if anywhere we can find what true Americanism is. At the end of that famous document the 56 signers wrote: For the support of this declaration, we mutually pledge our lives, our fortunes, and our sacred honor." They risked and were ready to sacrifice their all.

"These founders of our country stated in the Declaration, 'All men are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. To secure these rights, governments are instituted among men.' Notice the words: men are endowed 'by their Creator,' not by some king, not by men, but by God. And governments are instituted, not to grant these rights, not to create them, but to preserve them, to make them safe and secure.

"Liberty is one of these unalienable rights, and on our faith in it our country has grown big and strong and powerful and rich. But in these days of extravagance and luxury and wealth, can this liberty be preserved? Nations have before this been rich and powerful, but where are they now? In the dark. And why? Because they lost their ideals. Can we preserve ours? The signers of the Declaration of Independence were men with ideals; there are no dollar marks in the Declaration.

"Young men, you who are to be the leaders of the future, in your keeping is the preservation of the true American spirit; in your hands lie the ideals on which our country was founded. See to it that you keep them unspotted."

men, however, seemed fated to drive the ball into the hands of a Bates fielder. All of Colby's five errors were costly. In the seventh inning with the count 6 to 2 for Bates, the Bobcats got to Trainor for the first time and a triple by E. Small followed by a home run from the bat of C. Small, the visiting moundman, unseated Trainor, who was dorked, Brown replacing him.

F. G. F.



## The Colby Echo

Published Wednesdays by the Students of Colby College

This issue of the ECHO is edited by the Faculty of the College.

It is therefore foredoomed to be dogmatic, pedantic, and frantic.

Entered at the Post Office at Waterville, Maine, as Second Class Matter. Forms close Tuesday night. The Editor is responsible for the editorial column and general policy of the paper; the Managing Editor for news and make-up. Address all communications to The Colby Echo, Waterville, Maine. Advertising rates on request. Subscriptions, \$2.00 a year in advance. Single copies, 10 cents.

WEDNESDAY, MAY 11, 1927.

When a boy goes out of this college with no more than what he has learned out of text-books, he hasn't enough!

A. J. R.

The authorities at Dartmouth quite justifiably take pride in the catholicity and tolerance which pervades their college. Fundamentalists and modernists, ultra-conservatives and radicals have frequent and equal opportunity in presenting their respective views before the student body. It is a source of gratification that something of this same spirit has found expression at Colby during the past few weeks. The spiritual gospel of Mr. Fenwick Holmes was certainly heterodox enough and the social message of Mr. Sherwood Eddy was equally bold. Likewise the political and religious beliefs of Senator David Walsh are at variance with many who had the privilege of listening to him last Friday afternoon. It is not incumbent on anyone to agree with all or any of the views which have been presented by these gentlemen. It is, however, highly desirable to hear what they have to say, and accept or reject their proposals as may seem best to us. The real value and importance of their presence in our midst consists in the contribution which they have made in creating a spirit of catholicity and tolerance at Colby.

W. J. W.

When Ibanez, the author of "The Four Horsemen," visited this country a few years ago, he was greatly impressed by what he called the "organized roaring" at big football games. The unanimity of the yells amazed him.

Unanimity of spirit is an impressive thing in any college. It need not be confined to the athletic field: it ought to be just as apparent in the intellectual and moral life of the college. But there it depends, just as it does on the athletic field, on the whole college's getting together.

We ought to get together, all of us; not only in the stadium, but (since we have no common dining-room) in our auditorium, the chapel. We ought to get together there regularly, and since time and experience, here and elsewhere, have proved that an invitation to spend a few moments in devotions will NOT gather the entire college together, we ought to have compulsory attendance. Bates and Bowdoin both compel chapel attendance. So ought we.

Now since the idea of compulsory devotions is ridiculous (you can't compel a man to pray or worship), the idea of making the chapel period devotional ought to be given up. Filled with 400 men singing a college song, the chapel is a better maker of unanimity of spirit than it is with 40 men singing a hymn. 400 men listening to a well-prepared debate on the exportation of Maine electricity are better material for creating an intelligent college spirit than 40 men reading the book of Job. We ought to encourage a vital unanimity of spirit, even at the cost of a devotional tradition.

In addition, we ought to allow both students and faculty a breathing spell. President Roberts is one of the best chapel talkers to be found in American colleges; but no man ought to be called on to address the student body every day. Three mass meetings a week would accomplish more than six assemblies where two or three are gathered together. Compulsory attendance on three days of the week would leave the other three days free for compulsory mass meetings of the women's division. This would relieve the women from the necessity of meeting just at dinner hour, and would furnish faculty and both divisions, men and women, with regular opportunities for conferences and class and committee meetings.

One day a week might be turned over to student leadership. The other two days might occasionally furnish opportunity for presenting two sides of questions of interest in college, city, state, or country. Faculty debates before the student body might easily prove stimulating to both students and instructors.

But whatever the program, we ought to get together, all of us, regularly. And since invitation won't do it, we ought to follow the Biblical advice and go out into the hallways and corridors and "compel them to come in!"

C. J. W.

President John Grier Hibben of Princeton University, who has recently delivered a series of lectures at Harvard on the general subject of "Free Government and the Duties of Citizenship," set forth an ideal which ought to be favorably considered in every institution of higher learning throughout the country. "In the particular training of the undergraduates at Harvard and at Princeton," President Hibben asserted, "we are endeavoring to produce a body of young men who have learned to think for themselves, who have acquired the art of discovering and assimilating knowledge, of discriminating between that which is essential and that which is non-essential in any proposition or situation, and of reaching independent judgments and self-determination in conduct." Is there any valid reason why this method should not prevail at Colby?

W. J. W.

"That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, ready to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind."

Thomas Henry Huxley.

## ECHOES AND RE-ECHOES

The Faculty Editor of the ECHO:

Dear Sir,—At Bates College the President has just appointed a student committee to study the problems of that institution. Would not such a plan be worth trying here at Colby?

Senior.

The Faculty Editors feel such a committee to study Colby problems ought to be able to render valuable service. But they are not sure that such a committee ought to be a student committee. Students here have been unable to clean up student politics, have been unable to agree on any interfraternity pledging system, are unable to issue a class annual without paying some one to manage it, unable or unwilling to eliminate hazing and "U. B." vulgarities, are unable to linger in classrooms one minute after the bell rings for a delayed instructor, are unable to do more than the assignment, are unable to establish a student honor system, are unable to keep alive a Glee Club, a Dramatic Club, a literary publication, or any other organization in which the interest is solely and exclusively intellectual. It is doubtful, therefore, if they would be able to prepare a report on Colby problems that would have any real or new value.

The Editors have, however, acted on the suggestion given them in the above letter and have hastened to appoint a committee of their own,—a committee of experienced educators of sound judgment. This committee acted promptly, made their investigation, and prepared the report which is given below.

The members of the committee of investigation were:—Clarence C. Little, former President of the University of Maine; Alexander Meiklejohn, former President of Amherst College; Stephen Leacock, Professor at McGill University; and Woodrow Wilson, former President of Princeton University. The report of this Committee of Four recommends, as aids to solving our problems here at Colby,—(1) attracting, not driving, students to their studies; (2) keeping our size small; (3) ceasing to educate both sexes; and (4) improving the personal and individual relations and contacts between students and faculty. The report is as follows:—

"In the early days of college or university education in this country, there was both in material and methods a far greater degree of simplicity than at present exists. There existed between faculty and student a sort of mutual understanding based on the joint efforts of teachers who used personal approach as their major pedagogical method, and a youth that had time enough between amusements to allow deliberate thought and a considerable degree of poise and dignity to make its use natural.

"Today in the midst of a noisy and commercialized civilization the colleges and universities find themselves in the position of a beleaguered city against the defenses of which hordes of immature high school boys and girls are hurled with something of the carelessness of disaster that marked the charge of the Light Brigade.

"We might pick at random an example to show how welcome there the invader is within the walls:

"Upon entering each student is ASSIGNED to a member of the faculty who acts as his advisor. Each semester the student is REQUIRED to consult his advisor, and the advisor MUST give his APPROVAL before the student is PERMITTED to enter classes. It is the DUTY of the advisor to guide the students under his care, to see that all RULES relating to REQUIRED studies are STRICTLY complied with." Surely these words can penetrate thick armor.

"What a foundation upon which to erect a shining temple of mutual respect and friendship! It would be a magician indeed who could fuse the cold inert mass of impersonal metal contained in that statement.

"Why is it not possible to obtain advice which aims to attract, not to drive, students to their studies?"

—Clarence C. Little.

"All we have to do is to establish an intellectual community to bind a group of people together; a community based on intellect. I think it can be done only in a small community or group. Our colleges are altogether too large. The great trouble there is not that our student body is too large but that our faculties are large. The great difficulty in this is that the faculty are too numerous to have intellectual unity of their own. If we are to have a community dominated by some single unified point of view, what we need is a small group of teachers where they can know each other intellectually well, where they

can get their education from each other, and keep on getting it all the time. I am looking forward to the time, as a big experiment, in which these big institutions of ours are to be broken up into small pieces, not small in quality but small in numbers, with limited groups of teachers and limited groups of students, with these small groups living together in such a way that they are all acquainted with each other intimately."

Alexander Meiklejohn.

"I have long harbored views of my own upon the higher education of women. In these days, however, it requires no little hardihood to utter a single word of criticism against it. It is like throwing half a brick through the glass roof of a conservatory. It is bound to make trouble. Let me hasten, therefore, to say that I believe most heartily in the higher education of women; in fact, the higher the better. The only question to my mind is: What is 'higher education' and how do you get it? With which goes the secondary enquiry. What is a woman and is she just the same as a man? I know that it sounds a terrible thing to say in these days, but I don't believe she is.

"Let me say also that when I speak of coeducation I speak of what I know. I was coeducated myself some thirty-five years ago, at the very beginning of the thing. I learned my Greek alongside of a bevy of beauty on the opposite benches that mashed on the irregular verbs for us very badly. Incidentally, those girls are all married long since, and all the Greek they know now you could put under a thumb. But of that presently.

"I have had further experience as well. I spent three years in the graduate school of Chicago, where coeducational girls were as thick as autumn leaves,—and some thicker. And as a college professor at McGill University in Montreal, I have taught mingled classes of men and women for twenty years.

"On the basis of which experience I say with assurance that the thing is a mistake and has nothing to recommend it but its relative cheapness. Let me emphasize this last point and have done with it. Coeducation is of course a great economy. To teach ten men and ten women in a single class of twenty costs only half as much as to teach two classes. Where economy must rule, then, the thing has got to be. But where the discussion turns not on what is cheapest, but on what is best, then the case is entirely different.

"The fundamental trouble is that men and women are different creatures, with different minds and different aptitudes and different paths in life. There is no need to raise here the question of which is superior and which is inferior (though I think, the Lord help me, I know the answer to that too). The point lies in the fact that they are different.

"But the mad passion for equality has masked this obvious fact. When women began to demand, quite rightly, a share in higher education, they took for granted that they wanted the same curriculum as the men. They never stopped to ask whether their aptitudes were not in various directions higher and better than those of men, and whether it might not be better for their sex to cultivate the things which were best suited to their minds.

"To my mind, they do infinitely better by themselves,—in colleges such as Wellesley in Massachusetts and Bryn Mawr in Pennsylvania, where there isn't a man allowed within the three mile limit. They are freer, less restrained. They discuss things openly in their classes; they lift up their voices, and they speak, whereas a girl in such a place as McGill, with men all about her, sits for four years as silent as a frog full of shot.

"But there is a deeper trouble still. The careers of the men and women who go to college together are necessarily different, and the preparation is all aimed at the man's career. The men are going to be lawyers, doctors, engineers, business men, and politicians. And the women are not.

"There is no use pretending about it. It may sound an awful thing to say, but the women are going to be married. That is, and always has been, their career; and what is more, they know it; and even at college, while they are studying algebra and political economy, they have their eye on it sideways all the time. The plain fact is that after a girl has spent four years of her time and a great deal of her parents' money in equipping herself for a career that she is never going to have, the wretched creature goes and gets married.

"Why not give her an education that will have a meaning and a har-

mony with the real life that she is to follow?"

—Stephen Leacock.

"It is the duty of college authorities to make of the college a society, of which the teacher will be as much, and as naturally a member as the undergraduate. When that is done, other things will fall into their natural places, their natural relations. Young men are capable of great enthusiasms for older men whom they have learned to know in some human, unartificial way, whose quality they have tasted in unconstrained conversation, the energy and beauty of whose characters and aims they have learned to appreciate by personal contact; and such enthusiasms are often among the strongest and most lasting influences of their lives. You will not gain the affection of your pupil by anything you do for him, impersonally, in the class-room. You may gain his admiration and vague appreciation, but he will tie to you for what you have shown him personally or given him in intimate and friendly service.

"Certain I am that it is impossible to rid the college of these things that compete with study and drive out the spirit of learning by the simple device of legislation, in which, as Americans, we have so childish a confidence; or, at least, that, if we did succeed in driving them out, did set our house in order and sweep and garnish it, other equally distracting occupants would crowd in to take their places. For the house would be empty. There must be life as well as well as study.

"Life, at college, is one thing, the work of the college another, entirely separate and distinct. Studies are no part of that life, and there is no competition. Study is the work which interrupts the life, introduces an embarrassing and inconsistent element into it. The faculty has no part in the life; it organizes the interruption, the interference.

"The scholar is not in the game. He keeps modestly to his class-room and his study, and must be looked up and asked questions if you would know what he is thinking about.

"We must fill our house with the things of the mind and of the spirit; and that we can do by introducing into it teachers who will not seem pedagogues but friends, and who can by the gentle infection of friendliness make thought a general contagion.

"My plea, then, is this: that we now deliberately set ourselves to make a home for the spirit of learning; that we reorganize our college on the lines of this simple conception, that a college is not only a body of studies but a mode of association; that its courses are only its formal side, its contacts and contagions its realities. I am not suggesting that young men be dragged into becoming scholars or tempted to become pedants, or have any artificial compulsion whatever put upon them, but only that they be introduced into the high society of university ideals, be exposed to the hazards of stimulating friendships, be introduced into the easy comradeships of the republic of letters."

—Woodrow Wilson.

The Faculty Editor of the ECHO:

Dear Sir,—When there are three other perfectly good colleges in Maine, having adequate training facilities, why should an athlete come here? Are there not immense influences working to keep really great athletes away from Colby? Ought we not to start now, to get a new gymnasium?

—G., '30.

We are under no compulsion whatever to induce "really great athletes" to come to Colby. Is it the writer's desire that our campus become a bustling training camp for record-makers in physical sports,—all other activities becoming quite secondary to this one frankly avowed aim?

Is there not a seriously misplaced emphasis here? Cardinal Newman's essay on "The Idea of a University" and President Eliot's "New Definition of a Cultivated Man," will repay intelligent re-reading. If we can develop great athletes here, it will be a worthy achievement, but our aim is "a sound MIND in a sound body." The college provides a faculty, library, laboratories, and lecture halls, in its attempt to bring human minds to full and sound maturity.

We do want as good a gymnasium as we can reasonably afford. But to snare athletes for Colby? Most emphatically, No!

E. J. C.

The Faculty Editor of the ECHO:

Dear Sir,—What is the faculty attitude toward our system of compulsory class attendance? Why not let the student decide whether he should attend or not?

P.

I understand that Smith College recently voted to allow the practice of voluntary attendance at classes, on the assumption that "students should be treated as adults who come to col-

lege for intellectual gain." Later the college rescinded the action, because of "a disconcerting increase in the practice of spending week-ends away from college," and assuming that the week-end began on Friday and lasted until Monday evening.

Until a large majority of college students are mature enough to realize that class discussion and reading are the most important things in college, and that it is a privilege to be allowed to do these things rather than be granted the liberty to ignore them, I see no prospects of allowing them full liberty.

L. Q. H.

The Faculty Editor of the ECHO:

Dear Sir,—May I call attention to the following assertion made by Mr. Eddy in one of his addresses: "I was cheated out of an education," said Mr. Eddy. "I might be an educated man today were it not for the travesty of an education that was handed out to me at Yale during the four years prior to 1891. Although I partly blame myself, I also blame the college."

The colleges of America are today doing much to make impossible such an indictment by the present generation of undergraduates. Consequently any efforts at Colby which aim at better standards and more efficient methods should be cordially welcomed.

In a timely article which appeared in the April number of the Colby ALUMNUS Professor Weber has indicated a desirable trend in this direction. If space permits I would suggest your reprinting this contribution for the benefit of a wider circle than that reached by the Colby ALUMNUS.

William J. Wilkinson.

Thersites Discusses Colby Standards

with Prof. Carl J. Weber.

"Who's there? Thersites?—Good Thersites, come in and tell me." "No, no, I am a rascal,—a scurvy rascal; a very filthy rogue."

—Shakespeare's *Tristram and Cressida*.

"Education hell!" sneered Thersites. "What you and your fellows in laziness at Colby are really handing out in lessons in hypocrisy. You can't tell me I've been through your 'bunk' mill!"

"How long ago, Thersites?" I inquired.

"Oh, fifteen, twenty years ago, or more," he replied. "I don't know; I'm glad to forget."

"Well," I suggested, "you might give us credit for improving a little in twenty years."

"Improving nothing!" Thersites scoffed. "You have increased in size, but bigger doesn't mean better. Your A. B. degree today means just what it meant when the college handed me one for playing football and sleeping through twenty courses."

"What did 'A.B.' mean then?" I inquired.

"American Boob," he retorted.

"And you think our degree today means no more than that?" What a cynic you are, Thersites!

"No, not a cynic; I'm a realist. I like to face the facts."

"Well, why don't you, then?" I said, less mildly. "I can name you, off hand, a dozen facts that you seem to close your eyes to."

"I challenge you to name the dozen."

"All right! For Number One, take your statement that 'bigger doesn't mean better.' I have heard that statement made over and over again, but it is usually made by persons who have had no experience with college growth. The fact is that, the larger our enrollment has become, the easier it has become to raise our standards."

"How do you make that out?" said Thersites, puzzled. "The more students you have, the more you must enter to the lower level of the class."

"There's where you are wrong," I assured him. "In theory larger classes result in lower standards; but in practice it works otherwise. The larger the class, the easier it is to get rid of the poorly prepared and the indolent. It is our large universities that can drop students by the score. When we had classes here at Colby of six or seven, they all muddled through; for it takes more courage than the average instructor has to get rid of one third or one quarter of his class. Perhaps, Thersites, that's the reason you graduated! If you were back in college now, you might find that the presence of larger classes would make the faculty rather indifferent as to whether a student like you stayed or left. Today you might find the standard much more of a challenge to you than you perhaps suppose."

"Why is it, then," insisted Thersites, "that students flock into certain 'snappy' courses?"

"Why," I returned, "that illustrates the very point I am making. Courses that began as 'snappy' affairs, attracted large numbers of students, and the instructor in sheer self defense has raised his class standards to eliminate the undesirable retarding element."

"They had to go somewhere else, didn't they?"

(Continued on page 3)



## ECHOES AND RE-ECHOES.

(Continued from page 2.)

"Not always. Some of them left college; and as for the others,—but that brings me to Fact No. 2. The increase in student enrollment has been accompanied by an increase in the number of the faculty, with a resulting greater variety of points of view, of appeal, of interests, and of training. Students have a much wider choice of personalities under whom to study."

"What does that have to do with the point?" asked Thersites, who prides himself on his logical thinging.

"Why, one personality may succeed in arousing or even inspiring a student, where another might fail. The greater the variety of capable personalities on the faculty, the greater the chance for each student to find some one who will stimulate his mind into real life. In similar fashion, our subjects are better taught, because with a larger faculty, there is less room for prejudice and narrowness."

"I don't follow you," said Thersites.

"Well, suppose, for example, that I were the only teacher of English in the college—my own indifference to the short story and my disgust at free verse might deprive every student of English of all opportunity to learn anything about either of these immense fields of literature. But with other men come other points of view. Where we used to have one man and so one point of view, we now have two, or three, or even four. Where we used to have a student assistant, we now have a trained college graduate as a full-time instructor. And not only has a larger faculty brought an increased variety of personal appeal to the student and an increased variety of effective presentation of a subject, but it has also brought to the college an increased vitality and soundness of judgment in the formulation of educational policy."

"Educational policy!" Thersites laughed outright.

But I went right on: "That leads to Fact No. 4. We have a corresponding improvement in administration. To cite just one instance of this: no longer does a member of the faculty, as in your time, steal hours from his real work of teaching to try to keep the college records; we now have a full-time Registrar. Fact No. 5 proclaims a similar improvement in the library. Instead of having a member of the faculty to try to cope with

the man's-job of running a library, we now have an eminently capable librarian, a well-trained assistant, and almost a dozen efficient clerks. How about that, Thersites?"

"Well, I guess—," but I didn't wait for his reply, for I knew he could have nothing important to say!

"Not only is the library better served, but there has been great improvement in the value and number of new books acquired, in the quick, fair, and safe way of handling of reserved books, and in the material equipment of the reading room of the library. All of which makes for more effective study, doesn't it, Thersites?"

He grunted that it probably did. "Go on," he said sullenly.

"Fact No. 5 is that we can now appeal to the interest of our students with a greater variety of elective courses than ever before."

"Elective courses!" yelled Thersites, quickly throwing off the burden of evidence I had been piling up on him. "Electives! Yes, you're adding one professional or vocational course after another. You seem to think that running a Y. M. C. A. school is giving a liberal education."

"No, Thersites, I'm not thinking of the vocational courses. Personally, I have no greater enthusiasm for them than you seem to have. But the fact I am calling your attention to is that, in our regular standardized subjects,—the languages, history, and the natural and social sciences,—we offer students a much more engaging variety than ever before."

"Sure, and then the student tosses a coin to see whether he'll take History 17 or Biblical Literature 8."

"No, he doesn't, Thersites."

"He did when I was in college."

"Well, he can't now."

"Why not?"

"Because he must obtain his adviser's approval of his election of courses. That is my Fact No. 6."

"And I suppose," sneered Thersites, "that that approval is awfully hard to get?"

"That depends on the advisor. There are some members of the faculty who take their responsibility quite seriously. Students whom they advise receive good careful advice, which is usually followed. There are, unfortunately, some members of the faculty who hold a lighter attitude towards their opportunity for wisely directing a student's course of study; but every student has the chance to insist that advice be given him. Our system is not perfect, but Fact No. 6

is that we have made marked improvement over the irresponsible wildcat electing of unrelated courses common in the infant days of the elective system."

"Hurrah!" jeered Thersites.

"In addition," said I, plodding patiently on, "we have increased our graduation requirements, both quantitatively and qualitatively. Under our present requirements there are four more facts that I urge upon your consideration. Fact No. 7: we now require four year-courses in a Major Subject, to insure a student's having a thorough training in at least one subject. Fact No. 8: we now require a Minor Subject closely related to the Major, to emphasize the fact that correlation is essential in all real education. Fact No. 9: we are no longer satisfied with a mere smattering in two foreign languages."

"Cripes!" interrupted Thersites; "a smattering is all one gets in any course."

"Well, we have at least changed our requirement in modern languages to insist upon two years of one foreign language."

"Yes, and two marks of 60 will satisfy the requirement!"

"Ah, you have come right at Fact No. 10. We now limit the number of 'D's' that we count towards a degree. If you were in college now, you couldn't graduate on an average record of 60, made through the soft-heartedness of your instructors."

"Why not?"

"Because we recommend no student for a degree unless he has attained a mark higher than 'D' in at least three-fifths of his courses."

"Does that rule work?" inquired Thersites.

"I think it does," I replied.

"Huh!" exclaimed the dubious alumnus.

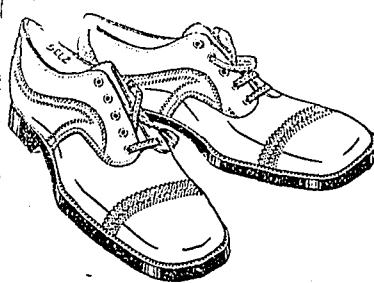
"Fact No. 11," I bravely continued, "is that from now on, we do not propose to graduate students after three and a half years' study. We expect them to spend four years at it, and we propose to examine them at the end of the fourth year. Seniors this year will not be granted the wholesale vacation at examination time, as was done in your day at college."

"Really?" Thersites spoke in surprise, as if this were the first thing I had said that sounded at all convincing. "And I suppose the students passed a resolution of thanks to the faculty for making that progressive change?"

"Not exactly," I admitted; "but

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For College Men and Women

your point leads directly to my Fact No. 12, which completes the dozen I said I could cite. This final fact is: that these various improvements in the quality and standards of our educational program have been welcomed, rather than opposed, by the student body. Contrary to what some prophesied, thoughtful Colby students have quite generally appreciated the importance of keeping our college standards up to those of other progressive institutions."

"It sounds all right, professor," Thersites demurred, "but—but—"

"Oh, I know that we are far from perfect. I know that not every Bachelor's degree is sure proof of culture, of sound judgment, or even of accurate information. But what I do know and insist on is that when you want to rail against something you ought to choose some subject that you know more about than you apparently do about collegiate progress in scholarship."

"Well, I know that you still turn out a good many 'dumb-bells.'"

"Ah, Thersites! but don't forget that, though wooden legs are not inherited, wooden heads are!"

## Editorial Note

Strange, isn't it, how often it happens there are no prophets on our campus, but other campuses are literally strewn with them? that there is nothing here to praise, but everything to blame? No progress?

Thersites knows well that there is. The Colby of today is a vastly different place from the Colby of even ten years ago. And the Colby of today compared with the Colby of thirty years ago is a paradise.

Herbert C. Libby.

The Faculty Editor of the ECHO:

Dear Sir,—What is so dear to the hearts of us in college than the thought of a new gymnasium. Ought we not to start the ball rolling now to bring this about in about one-half of the least possible time? What should the students do to help?

F. H., '27.

(This letter was turned over to the English Department for revision and correction, and then to the treasurer for reply.—Ed.)

"So dear" would be better, written "as dear;" it should then be followed by "us," not by "than." If H., '27, wishes to retain "than," he should begin with "dearer." Instead of "so dear," The period should be replaced by a question-mark. In the second question, the reference of "this" is vague. It evidently means "the erection of a new gymnasium," and not merely "the thought of a new gymnasium." Two "about's" separated only by an "in" is not good; and the expression "one-half of the (Continued on page 4)

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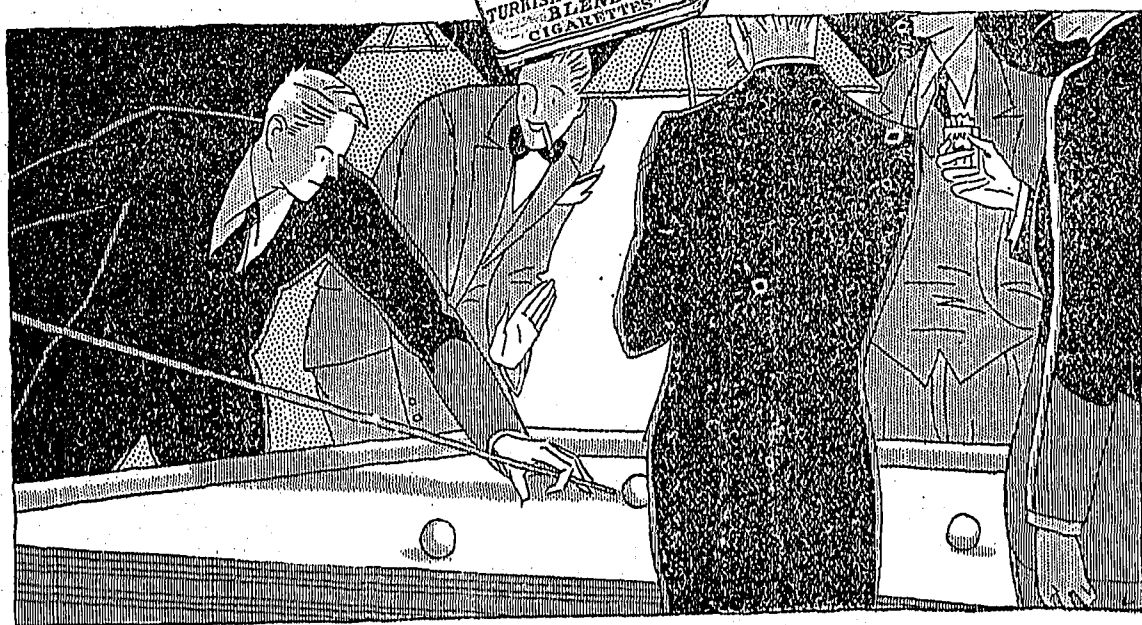
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## ECHOES AND RE-ECHOES.

(Continued from page 3)

least possible" is a violent superlative that Hamlet would have described as "sawing the air." The letter might be rewritten as follows:

Dear Sir,—To the hearts of us who are in college there is nothing as dear as the thought of the erection of a new gymnasium. Ought we not to start at once, if we wish to bring about this erection by the very earliest date possible? What can the students do to help?

C. J. W.

What can the students do to build a new gymnasium? I can answer that very easily. The gymnasium can be built without taking one cent from the present meagre resources of the college, if every student now in college and every student who has been in college during the administration of President Roberts will repay to the college the amount of scholarship-aid he or she has received toward the payment of tuition bills.

If every student who has received financial aid will do this, a sum of at least \$165,000.00 will be provided. Classes might compete with each other, to see which one will be the first to return to the college the full amount of aid received.

The return of this sum, totaling a sixth of a million dollars, ought to be made easier by the fact that it has been divided, not among a small group of students who received large amounts,—too large for easy repayment,—but in small amounts among a large number of students. For example, at the present time there are about 350 students in college who have this year received financial aid, averaging \$40 a student. The re-

turn of \$40 to the college will not cripple anyone. And if such aid was received every year for four years, return to the college might be similarly distributed over a period of four years.

If the students really want a new gymnasium, this a very easy, just, and sensible way for them to get it.

F. H. B.

The Faculty Editor of the ECHO:

Dear Sir,—Last year the Student Council requested the faculty to consider the lengthening of the period over which midyear and final examinations are given but as yet there has been no reply either in action or by letter. The students who wish to see a ten-day period for these examinations are still wondering just how the faculty received the suggestion and there has been a desire signified by many to discover what the faculty has decided. By the addition of three days to the examination period, no student would be required to take more than two examinations without at least a half day's rest. At the present time it is possible for a student to take five three hour examinations in succession and all within the period of two and a half days. That is very obviously unfair and the last of the series cannot be called true tests of the knowledge of a subject.

The matter could be cleared up at least if the faculty would either act or answer the Student Council letter of more than a year ago. B., '27.

The faculty all appreciate the tact and courtesy of the reprimand administered to them in your last sentence.

Permit me, speaking for them, to call attention to the error contained in your sweeping remark that "as yet there has been no reply either in action or by letter." The faculty have both acted and printed the result of their action. Almost two months ago there was posted on every bulletin board and widely distributed among the student body, a copy of the revised schedule of June examinations. If you have failed to receive a copy of this revision, one is still available.

A two-minute examination of it will show that there is only one examination on the first day, and only one on the third day, followed by an intermission of a day and a half, and again only one examination on the last day of the period.

May I challenge you to name a single student who will have "to take five three-hour examinations in succession and all within the period of two and a half days?"

Speaking now only for myself, and not necessarily for all of the faculty, let me question the assurance with which you assert, "That is very obviously unfair and the last of the series cannot be called true tests of the knowledge of a subject." I might assert just as boldly that it is by no means obviously unfair. Many institutions follow our plan or still more rigorous ones. Many of your instructors have successfully undergone tests far more exacting than those they are asking you to submit to. What would you say to twelve three-hour examinations in six days?

It seems to me that, before you graduate, you ought to recognize that there is, even for you, some educational value in examinations. They are not given just to test your "knowledge of a subject." Probably your instructors already know the extent of your knowledge. But they wish to test your ability to use that knowledge in a crisis. If you ever go to hospital for an operation, you won't want a surgeon who, after fifteen minutes, has to take a recess to go out and smoke a cigarette, or to get out his notebooks and consult before deciding how much of your appendix to remove. You will want a surgeon who not only knows but can stand the ordeal as well. Shooting on the firing-line of battle is different from target practice.

There is nothing obviously unfair in an unbroken series of examinations, and only very very rarely does a well-prepared student have the slightest difficulty with such a series. As for the poorly prepared student,—he quite obviously has reason to be afraid. Examinations are not intended to provide opportunities for making up neglected work, but to furnish additional flint for the educational grindstone on which minds of tested steel are fashioned.

C. J. W.

"I am not at all sure that when teaching is successful it consists of imparting any information. More often it seems to me a process of companionship and of silent encouragement."

Prof. John Erskine,  
Columbia University.

"Did I go in for activities while a student at Amherst? No! I tried to educate my head."

President Calvin Coolidge.

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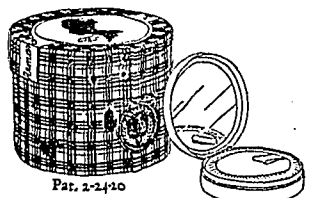
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