

with the poem before us, not one, perhaps, in a thousand will grasp the full meaning that this poem is meant to convey.

I read the poem over once, threw it aside; simple, trite, mechanical was my verdict. Soon, however, I began to reflect; for some unaccountable reason the words of the poem still rang in my ears. I began to study it. I studied it as a whole, then each verse, and finally took it up word by word.

To most students time is too precious to engage in this kind of work, therefore I have consented to give to such a general idea of this simple yet profound poem.

Taken as a whole the poem is meant to teach a lesson of duty. So long as the persons mentioned rushed ahead in a straight line there was no trouble, but one by one they allowed worldly matters to turn them aside and thus missed the goal of life, which is here represented by their return to the place of starting.

Notice in the first verse the facts we are put in possession of. The first line tells us that the persons with whom the poem is concerned are bykers, university bykers, and that they were six in number. The next line is not so good. The author has used "alive" no doubt to rhyme with "five." This is simply a poetical license that does not detract anything from the poem. Notice the world of meaning that is crowded into the next two lines. We learn the name of one of these bykers and also that he met his girl. What did he do? Keep on in the line of duty? No, for the author tells us in the next line that the number of the bykers speeding on were now reduced to five. Now this does not mean that the byker was no more. All the author would have us infer is that he probably stopped to talk and allowed his companions to distance him in the race. But we must hasten on. It is plain to see now that a hundred lines of prose can be easily expressed in a single line of poetry. As literature and civilization advance, no doubt man will converse in poetical forms of speech altogether.

In the second verse we learn that the destination of the bykers was Waverly and that Dowling, by a lack of attention to his wheel before starting, was compelled to give up the trip. This is meant to impress upon students the importance of a thorough preparation before the journey of life is undertaken. The next verse contains another illustration of inattention to duty. Bulla, no doubt, was riding along with his eyes and thoughts upon the beautiful scenery on either side, thus allowing his wheel to wander from the straight road in which the others were riding. So with us through life there come times when everything is so pleasant there seems to be no danger of wandering a little from the path of duty, but soon we strike a temptation and, like this poor youth, over we go, lost forever. In the next verse the bykers have stopped, presumably, for refreshments and each is given a chance to rest a little. While the others are examining their wheels and making preparations for a continuation of the journey, Fling began a flirtation which, as the author intimates, culminated in his downfall.

The next verse is perhaps the most obscure verse in the whole poem. Now it does not mean, as one would at first suspect, that these uni. boys ran a taurus or that a taurus simply ran, for notice the following lines. It is plain that it was the boys were run by the taurus and not the taurus by the boys, else what force would there be in the last line?

The last verse shows that there was but one poor youth that returned or reached the goal. A great truth is reached at this point. Not only should a person have a goal but he should not try to monopolize that goal. This youth, whose name, so far as the poem goes, remains in obscurity, sought to take undue advantage of his fellows by pre-empting their

claims before they arrived. So some men think to appropriate all the reserved seats in the New Jerusalem.

We hope that these few suggestions will awaken an interest and give sufficient light upon the poem that will encourage others to make a yet closer study of this work than I have had time to do.

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The sophomore-junior game was declared off by mutual consent. Is this class spirit? It is pretty safe to say that there is no other class in school that would be willing to take last place in any contest by mutual consent. It is no legitimate excuse that one or two men are indisposed to play, and therefore give up the game. It is no excuse for a team not to play because it has no show for the pennant. If these games are to be kept up in the future the whole series must be played. A team that is discouraged over one defeat, shows that it is more of the sterner stuff that it needs.

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The game with the high school eleven demonstrates beyond a doubt that the university has plenty of good material for a second eleven. With a reasonable amount of training and a few grains of energy by some one, a second team can be sent out that will be more than a match for any other team in the state. A start should be made this fall and by another year the team should have suits and a good organization. This would greatly strengthen the first eleven also. In cases of emergency the first eleven could draw players from the second eleven who would be in good training. Let some one take a sacred vow this year to see to it that a second eleven be organized here next year.

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THE RACE FOR THE PENNANT.

The Seniors and Freshmen Meet—Seniors, 30; Freshmen, 10.

The third class game for the pennant was played on the campus November 7. A great deal of interest was manifested in the game as it was well understood by all that this game would practically settle the pennant question. The seniors began the game somewhat handicapped from the fact that two or three members of the team were in a poor condition to play. The freshmen perhaps fared little better in this respect. The same members composed the teams as in the games before. The freshmen secured choice of goal, taking the north and the seniors the south. '92 started out with the same vim that characterized her playing in the senior-junior game. The ball was forced over the freshmen's goal before they had time to take a long breath. The wind was unfavorable for goal kicking and White missed goal twice during the first half, a thing which seemed to greatly please the juniors. Twice during this half the freshmen had the ball within a few steps of their opponents' goal line but were outmatched by the stronger rush line of the seniors. The score stood at the end of the first half: seniors, 15, freshmen, 0.

In the second half the seniors having but one substitute, Maghee, to fall back on, determined to play on the defensive and save the men already injured. The freshmen must certainly have resolved upon several things also, as Richards relieved Ferguson and all played much better during this half. The ball was advanced by the freshmen at the start well toward the seniors' goal until a kick by some one sent it across the line and Lyman fell on, Nusz kicked goal. The seniors now kept their grip on the ball and charged the weak places in the opposite rush line, steadily advancing it toward the fatal goal. It was soon reached and White pulled himself together and kicked goal. The ball went to the center and was again advanced by the seniors in the same way as