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Confession of a

Girl Graduate

A Story For Commencement

By EDITH V. ROSS 

When I was a little girl there was a boy in the high school of whom great things in a scholarly way were ex pected. He not only stood first in his class, but showed an originality that astonished the teachers. Alan Broadwell was his name, and at the time first heard of him and his remarkable brain he was fifteen years old. He was then prepared to go to college, but his father would not permit him to go until he was two years older. I was then thirteen, the age when

girl throws away her doll and begins to aspire to things less childlike and more womanlike. I had two brothers, Tom and Jim-Tom a year older than Alan, and Jim a year younger. May morning, when I was sitting on the porch reading a romance, Alan Broadwell came in at the gate and asked if Tom was at home. I told him that Tom was in the house and I would go and find him.

That was all that was required of

me. Alan wouldn't bestow a thought on me for a companion, and yet.



though I was a child to him, he was a good deal to me-a tall, hand tellectual boy-and I would have given a year of my life for a single word or even look indicating his slightest inter-

When Alan was graduated at college was made assistant professor of English literature at his alma mater The university was a co-ed institution and when I became twenty I entered for a degree. My brother Tom had gone far away, and Professor Broadwell, who was just entering upon his duties as an instructor, was not aware that there was such a person as myself

among the students. I did not make myself known to him, and I had so changed that he did not recognize me. When my class reached a point where we were required to write essays we handed them in for inspection and correction to him. If there was a facility for anything in my dull brain it was for scribbling. At school my composi-tions always received the highest mark. When I wrote my first essay as a college student I took especial pains

with it-pains in two ways, the one to treat my subject as well as possible, the other to make a lot of errors in the construction of sentences. In explanation of this I will say that students go to college for different purposes. Usually they go to get an education. Some go to have a good time. I went for the purpose of ensnaring Professor Broadwell. By making the substance of my essay good I would attract his attention. By putting in a great many errors I was likely to have them pointed out to me by the professor.

A few days after handing in my production I was asked to remain after lecture, and when the class had gone out I went up to the professor's desk. He took up my essay and said to me:
"Miss Brown, you have a gift for

writing, and it is a pity that your edu-cation in grammar and construction of sentences should be so deficient." He opened my manuscript, and it

was a sight to behold. There were in-numerable scratches, pothooks, P's with the tops turned the wrong way-to mark new paragraphs-words inter-

lined here and there with little triangles under them. Indeed, the whole es-say looked as if a daddy longlegs had waded through a pool of ink, then strolled over the paper.
"One of the first rules of rhetoric,"

the professor went on, "is that the opening paragraph should be pointed and not too long. It should catch the attention of the reader and direct it toward what is to follow. I would divide your first paragraph here." And he put the tip of his pencil on one of his P's with the wrong side foremost. "I also observe," he continued. "that in a number of instances you have ended a sentence with a preposition, which is unadvisable. I would recommend you to learn the difference between 'shall' and 'will.' You have invariably used them incorrectly." "I can't."

"Oh, yes, you can. It's very simple

when you once catch the idea."

He went on to explain it to me, using the familiar illustration of the man in the water who intended to shout "No one will save me; I shall drown," but said instead "No one shall save me; I will drown." Then he gave me the grammatical rule for it all, and when he had finished, if I were drowning and should act in accordance with my understanding of his explanation, I would certainly forbid any one to help me. But I didn't tell him so. I simply looked as if it were all clear to me.

He was certainly very kind to give me all this information, and if I had had any conscience I should have been ashamed of myself that nine-tenths of it was unnecessary, I having made the errors on purpose. I thanked him at the end of his instructions and said that I would profit by them, which was deceptive, for I intended to make other mistakes in my next essay that would bring about a similar interview.

And so I did. On the second occasion of my being called upon to remain after lecture for instruction the profes sor complimented me even more high ly on my handling of my subject than before, but he seemed to be much distressed on my deficiency of handling the English language. "You confuse the verbs 'to lie' and 'to lay,' " he said, "the one meaning to recline, the other to place some thing." He gave me the grammatical construction, then asked me to give him an example. I said, "I would have lain the book on the

He looked at me with a mingled pity and distress and went over the ground again, which was what I wished him to do, for I had made the blunder purposely. At the end of his second explanation he asked me for another example. I said, "I laid down to rest." At this he grew impatient and spoke sharply to me, whereupon I put my handkerchief to my eyes to conceal tears that I could not shed. At this he spoke to me not only gently, but I was rejoiced at perceiving tenderness

"Pardon me, Miss Brown," he said; "I will not be so impatient with you I have been anxious that you should acquire them because you are one of the best writers in your class. I will not call your attention to them again, but leave you to nick them are again. Doubtless you will learn all but leave you to pick them up as you

You mean that you're tired of try-to teach me," I whined. Not at all; not at all, I assure you. If you prefer it I will continue."

"I do prefer it," I said, drying eyes into which I had succeeded in forcing a bit of moisture. Then, taking my essay, I went to the door, the professor politely opening it for me, I maintaining my lugubrious countenance till it had closed behind me. Then I conhad closed behind me. Then I congratulated myself that I had made considerable advance toward obtaining the degree that was nearest my heart-M. A. L., or mistress of the art of

I blush now, years after I was aim-

"Is he?" I said indifferently.

He ran away to find his chum, and that evening I was introduced to the professor as Tom's sister. There was real surprise expressed by the profes-sor and sham surprise by me. By this time I had made a different impreupon my victim from that of a child, and from that time I was treated with the additional consideration of Tom's

sister. I became under the professor's instruction proficient in the use of the English language and gave him credit for having infused a knowledge of the subject into my dull brain.

When my college career came to an

end I told Professor Broadwell that I should rely on him for advice with regard to my commencement oration. It was not that I wished to make a creditable exit from the university on taking my degree, but that I might take that other degree of M. A. L. before leaving him a prey to other women and I was quite sure that I could bring him to a proposal while consulting with him upon the subject matter of my oration. It required half a dozen consultations to enable me to select a subject, half a dozen more to decide upon its treatment and a couple of dozen more to consider changes in the text after it had been written.

The evening before commencement we were sitting side by side, my manuscript before us. There were no interlineations, no pothooks, no erased P's, for the production was finished and ready for the next day's use. The professor, instead of making a pothook with his pen on the manuscript, made one with his arm around my waist.

Then I was happy, for I knew that in addition to the degree of B. A. that the prex would hand me on the morrow I had attained that of M. A. L., so much nearer to my heart.

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#### LUCKY YOUNGSTERS. Some of Britain's Little Heirs to Vast

Tracts of Land.

Tracts of Land.

Who is the luckiest youngster in Britain? Examination of the peerage reveals many interesting cases of boys of tender years who will one day inherit vast riches, estates, and great family honors, the most fortunate, perhaps, being the five-year-old Earl of Arundel and Surrey, the son of the Duke of Norfolk, who is heir to both his father's and mother's estates. The Duke of Norfolk owns 50,000 acres in some of the fairest English counties, his rent roll esceeding a quarter of a million a year, while the Duchess of Norfolk—Baroness Herries in her own right—owns 18,900 acres. own right—owns 18,900 acres.

The duke is one of London's great

landowners, owning a considerable slice of the southeast side of the Strand, and, according to a compestrand, and, according to a competent authority, the rent roll of this land a couple of decades ago was £52,000. New buildings in Norfolk and Surrey streets have immeasurably augmented the rent roll, which has probably increased threefold in value.

been called, whose father left the enormous fortune of £6,000,000. His son and heir, the Earl of Dumfries, a bright little youngster of six years of age, will inherit vast estates which cover 117,000 acres, in addition to many titles. Lord Bute is the wealthiest peer in Scotland, although he does not possess quite so many acres as the Earl of Dalhousie, who came into the title an income of over £50,000 as

Two more instances of vast fortunes which will descend to lucky youngsters, not only from their fathers, but also from their mothers, are afforded by the cases of the Marquis of Bland-ford, son of the Duke of Marlborough, who is now sixteen years of age, and Viscount Mandeville, son of the Duke I blush now, years after I was aiming at this degree, at the devices, the expedients, to which I reserted. During the period that I was handing in essays to Professor Broadwell I continued a pretended obtuseness at his instructions that they might be repeated over and over again. I put off telling him that I was the sister of his boy chum, that I had acted the part of messenger for him when I was a little girl and that during his visits to Tom had never once looked at or spoken to me except as he would to a child.

One day Tom came from his faraway home and visited me at college. He had lost track of Broadwell, but, taking up a college bulletin, saw his name among those of the faculty.

"Upon my word" he exclaimed. "My old friend Alan Broadwell is here as assistant professor of English literature."

"Is he?" I said indifferently.

"Is he?" I said indifferently.

acres, mostly in Scotland, and much of it is barren land. The Earl of Hillsborough, born in 1894, son of the Marquis of Downshire, will inherit some day 120,000 acres. A great many acres of his future property are in Ireland and some in Berkshire.

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