

races, who see in it nothing but the laborious element and would gladly give it up. However, they go on with it largely 'for the college.' My point is that if these men take the trouble to go through severe training for a sport they care little about, it ought to be easy enough in those cases where one is fond of the game and there are athletic distinctions to be won.

The training for rowing in college races (I pass over the 'Varsity training because men give their whole time to it) continues between three and four weeks including a week's racing. The day's routine is as follows:

7.30—Walk of a mile, with a short run in the middle.

8.15—Breakfast (together), fish and eggs, toast, and the inevitable marmalade.

1.00—Lunch (privately, something plain and light.

2.00—4.00.—Boating practice.

4.30—Tea (privately), a cup of tea and bread and butter.

7.00—Dinner (together), plain substantial meal, with beer if desired.

10.30—Bed.

That is a day which gives one time for work and still puts one in remarkably good form. I never knew what being really fit felt like till I had gone into training. Too monotonous, you will say, 'too short an evening.' To this my only answer is, 'try it, and it will pay you not only for sport but for your work as well.'

Book Review.

Der Schimmelreiter, a novel by Theodor Storm. Edited for the use of Schools by John Macgillivray, Professor of German in Queen's University, and Edward J. Williamson, Assistant Professor of German in Hobart College, Geneva, N.Y. Ginn & Co.

“If the making of many books there is no end.” So wrote the ecclesiastical ages ago. And we busy moderns echo him with a sigh as we glance at the long columns of book reviews. But when, as here, we find a book, the work of one of our professors and one of our recent graduates, we feel something more than a passing interest and turn to scan more closely.

All readers of German literature know Storm's masterpiece, *Der Schimmelreiter*. Its merits as a story and its suitability for school reading need no further comment; our critical interest will concern itself more with the manner in which the editors have prepared it for school use.

Here we find much to commend. A full—but not too full—biography of Storm together with a brief account of his literary work serves as an introduction. Immediately preceding the text is a “conjectural map” of the scene of the story—a device which will add much to the interest of younger readers. We must make especial reference to the excellence of the printer's work, as shown in the text paper. The clear, large German type is a strong contrast to the average close-set, eye-straining German page—and this is an especially commendable feature.