5-28-1919

The Bates Student - volume 47 number 17 - May 28, 1919

Bates College

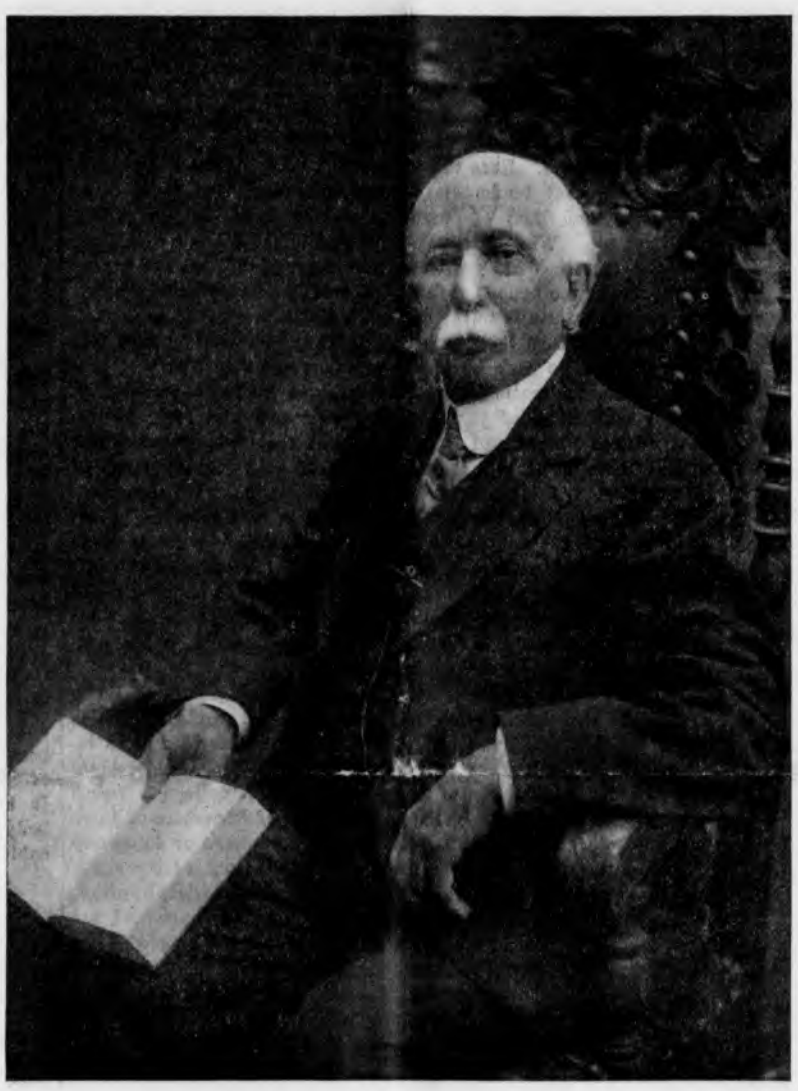
SPECIAL EDITION **The Bates Student.** SPECIAL EDITION

VOL. XLVII. No. 17 LEWISTON, MAINE, WEDNESDAY, MAY 28, 1919 PRICE TEN CENTS

BATES MOURNS PRES. CHASE

SUDDEN PASSING OF VETERAN EDUCATOR SHOCKS COMMUNITY

MANY MESSAGES OF SYMPATHY FROM FRIENDS



The college was stunned yesterday morning by the news of the sudden death from heart failure of President George Colby Chase. While it was known that his physical condition was such that he could no longer engage actively in college affairs, yet there was no expectation of any serious crisis. His remarkable recovery from a serious attack of pneumonia a short time ago had led his friends to hope that, relieved of active college duties, he would be spared to them for many years. The crisis that the doctors had feared, however, had not been averted, but merely delayed, and Tuesday morning marked the end of a long and valiant struggle against ill-health.

The rumor of the passing of our President spread rapidly over the campus, and the sad news was confirmed at the chapel exercises by Acting President Hartshorn. By order of the faculty, all college activities were suspended for the remainder of the day, out of respect to the memory of the veteran leader.

The tidings were soon the property of Lewiston, Auburn, and the neighboring cities, and statement after statement, by men prominent in politics and education, bore witness to the esteem in which he was held. Messages of condolence were tendered the grief-stricken family in the hour of their greatest sorrow.

President Chase, the son of Joseph and Jane (Dyer) Chase, was born on the 15th of March, 1844, in Unity, Maine, a town which has produced such men of national prominence as Nelson Dingley, late representative to Congress, as well as Frank L. Dingley, who by his work in journalism won for himself the respect of the men in his profession.

He was the son of poor parents, and education seemed to him vastly to be desired, but hardly probable of attainment. Yet, in response to his eager thirst for knowledge, the father sent the young George Chase to seek his fortune in the old Maine State Seminary, which was the nucleus of the present Bates College.

The college at that time consisted of Parker Hall and Hathorn, situated in the midst of a vast cow pasture. The meagre equipment of the college of those days sufficed to interest him deeply in the mysteries of the literatures of past ages, and it was no surprise to his professors that he developed a remarkable proficiency in the classics. His life, however, delving in literature, was painfully interrupted on the occasion of his father's serious illness, which necessitated an abrupt departure from school.

Not content with the drudgery of the farm and the dull monotonous life which his father had led, he turned to teaching, and finally succeeded in obtaining sole charge of thirty pupils at a rate of eighteen dollars a month. It soon happened that help arrived, and at the age of ninteen, he was back at the Seminary, once more with the books that he loved.

After an eventful and fruitful career, he was graduated in the class of 1868, along with W. T. Hewitt, of Cornell University, and the famous publisher, D. C. Heath. From now on, a struggle against oppressing poverty commenced, and work on the farm alternated with school teaching, that he might, with the meagre sums which he earned at odd jobs, be able to continue his education.

In spite of the adverse conditions and over-work to which he was often subjected, he took up valiantly the task of fighting illness. Yet with odds against him that might have discouraged any man, he set out to learn and understand, at the earnest solicitation of his mother, the study of theology. But in him had been planted the desire to impart knowledge, the genius for teaching which distinguished him in after life.

After a brief course of teaching in Lapham Institute, at North Scituate, Massachusetts, where he suffered the worst physical breakdown of his youth, he attracted the attention of Dr. John Fullonton, head of the New Hampton Institute, who was in search of a man to head his Classical Department. In this connection, it may be interesting to note a letter of recommendation sent by the late Johnathan Y. Stanton in response to a request by Dr. Fullonton:

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REMINISCENCES OF BATES IN THE EARLY DAYS

ADDRESS BY PRESIDENT CHASE AT SEMI-CENTENNIAL

As President Chase was one of the first students who came to Bates, his stories of the old days were always eagerly sought for by old graduates as well as by the new students. President Chase seemed almost synonymous with Bates and every phase of her activity. What was one was the other, so closely were the two united in the bonds of affection and love.

No better illustration of his deep and lasting relations with the College can be found than in his address at the Semi-Centennial held at Bates in the spring of 1914. As an insight into the life of the man and his feeling for his alma mater, nothing is more fitting than his own words, spoken on that occasion.

Scenes and Events in the Early History of Bates

The brief time allotted me this afternoon forbids any attempt even at the briefest historical sketch. I must content myself with an effort to bring to you a few of the scenes and events thronging in my memory and presenting warp and woof for a real history of our loved College. You all know that Maine State Seminary out of which Bates grew was born in a single inspired thought flashed upon the imagination of Oren Burbank Cheney. That thought has determined the destiny of thousands and will grow ever more fertile in its influence to the end of time. And no one life could receive from it more effective impulse and direction than it has imparted to my own. It was the appeal of Ebenezer Knowlton, Mr. Cheney's fellow pioneer, that made Maine State Seminary a necessity to my very existence.

The school had opened with a large attendance and great enthusiasm. But a business panic had smitten the country with paralyzing fear. The pledges that had seemed to assure the meeting of obligations to contractors had proved worthless. And so Mr. Knowlton hastened from church to church among the Free Baptists of Maine pleading for prompt assistance. His picture of the splendid opportunities offered by the Seminary and of the peril that was threatening them was irresistible. The school was saved. The joint appeals of Mr. Cheney and Mr. Knowlton had secured the needed money. More than this, they had kindled in the breasts of hundreds of eager youths an ambition that would not stop short of its shining goal—student life in the Maine State Seminary.

How vivid is my memory of my first view of that enchanted palace of my hopes. I had climbed Mt. David from Main Street, and when just as I reached its ledge-crowned summit I looked down upon the place now hallowed by so many sacred memories, my heart throbbed with an ecstacy like that of the Crusaders catching their first glimpse of the Holy City. The twenty-acre plot then constituting the Campus and the two buildings—

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INAUGURAL ADDRESS OF PRES. CHASE

The love of President Chase for his college, his ideals of scholarship, his confidence in the future of Bates, and his loyalty to her traditions, have been nowhere better expressed than in the inaugural address, delivered September 22, 1894, an address with which few of the present students can be familiar:

Honored Sir, Gentlemen of the Trustees, Alumni, Students, and Friends:

I count myself happy in being permitted to receive these symbols of responsibility from one who, both in public and in private life, so worthily exemplifies the meaning and uses of a collegiate education. For what is the function of the college save to prepare for the benefit of society a body of men fitted to exemplify the right uses of life? That the college exists for the sake of a better community, a better commonwealth, a better society in the broadest sense of the word, is manifest in every step of its development from the crude beginnings of the Middle Ages to the elaborate and comprehensive equipment of the typical institutions of to-day. Society needs guidance. The ideal life which each wise man would gladly live is forbidden to the many by the hard necessities of this exacting world. What cannot be attained for each and all may be made accessible at least to the few, and these shall exemplify to the less favored the meaning and uses of life at its best; shall be the guides and leaders of mankind in its steady march of conquest over nature, its never wearying search for truth, its infinite aspirations for excellence. Such was the half conscious thought of those benefactors of the Middle Ages who laid the foundations of the first universities. Such was the origin of Oxford and Cambridge in old England and of Harvard and Yale in New England.

"That the commonwealth may be furnished with knowing and understanding men and the churches with an able ministry," is the language in which the first appeal for aid to Harvard College sums up the deepfelt needs of the time for instruction and leadership in the most vital concerns of that age. Almost identical is the language employed in the original charter of Yale College in stating the purpose of its founders: "An institution wherein youth may be instructed..... who through the blessing of God may be fitted for public employment in church and civil state." And in some such aim every college in our country, from the first to the very last, has had its origin. The state colleges and universities of the West were all born of the popular conviction that the state must have its picked men upon whom it can rely in all questions of the public weal. The later colleges of New England are the gift to society of Christian philanthropists who were seeking to give in the lives of cultured men blessings to the community, to the nation, which had never been granted to themselves. The history of nearly every one of these institutions may be read in sacrifices, struggles, and in strong cryings to God for his blessing and aid. Such was the origin of Bates College. Her founders are worthy to be associated with those earlier names which we utter

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The Bates Student

PUBLISHED THURSDAYS DURING THE COLLEGE YEAR
BY STUDENTS OF BATES COLLEGE

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Subscriptions, $2.25 per year in advance — Single Copies, Ten Cents

Entered as second class matter at the post office at Lewiston, Maine.

All business communications should be addressed to the Business Manager, 19 Roger Williams Hall. All contributed articles of any sort should be addressed to the Editor, 18 Parker Hall. The columns of the "STUDENT" are at all times open to alumni, undergraduates and others for the discussion of matters of interest to Bates.

The Editor-in-Chief is always responsible for the editorial column and the general policy of the paper, and the News Editor for the matter which appears in the news columns. The Business manager has complete charge of the finances of the paper.

PRINTED BY MERRILL & WEBBER CO., AUBURN, ME.

EDITORIALS

THE PASSING OF A GREAT MAN

Once more is the college darkened by the shadow of the Angel of Death. A few weeks ago, a dear and good friend was taken from our number, and the college, saddened by the loss of Mr. Purinton, is now called upon to sustain a shock far greater.

We are sensible of the value of our President in a greater degree than would be the case at some other institutions, for to us, to both men and women, he was a sincere friend, advisor, and counselor. No man has ever held a place comparable to the one which our late president enjoyed in the hearts of his students. No man ever inspired the measure of respect, admiration and love which President Chase received from his associates.

His life has been a good life: his works, good works. He was a man who had an ideal, who saw more than the everyday facts of life, and glimpsed the distant culmination of his unceasing exertions. Never for a moment relaxing the fervor and zeal of his undertaking, he carried out to a successful end his long and eventful life of doing good. He made other men see the light. He caused many a despairing man to look upward, and sustained by the confidence which our President always gave unstintingly, rose, and took up the burden of life once more.

Helpfulness to others was the keynote of his life. How many students have obtained a college education solely thru his personal inspiration? How many have gone to him in trial and have received from him fatherly advice and wisdom? How many have been saved to the world by his kindly interest and devotion in their behalf?

He enjoyed national fame. He was known wherever college men congregate as a veteran educator, and as such, was revered by old and young. Power of intellect and integrity of purpose combined to give him that personal magnetism which drew men unconsciously in closer relations with him. To the undergraduates, "Prexy" was an inspiration; to the alumni he was an ideal. His loss will be felt keenly by all who call Bates College their Alma Mater, as well as by all those who came in intimate touch with him in the walks of life.

A great spirit has departed from among us. It would seem that we are as a ship without a rudder, without compass, and without sail. The great captain has gone on, and left us a memory which will be our most treasured possession in after life. Yet with him gone it will not be the same, it cannot be! But with him he did not take his ideals; these he leaves to us as a standard by which we may judge our actions in life. And may we ever remember his oft quoted words in admonishing against thoughtless acts. "Remember, you are College Men and Women!"

THE DEATH OF PRES. CHASE

An Especially Fitting Expression by the Lewiston Journal

We pay our tribute of respect to the memory of George Colby Chase, president of Bates College, who passed away, suddenly at about seven o'clock Tuesday morning at his home in Lewiston.

Two presidents have been identified with Bates College, both men of singular fidelity to principle, and of vital and essential service to the institution in the hours of its greatest need. The one Dr. Oren B. Cheney was a builder of the old-fashioned type of perseverence and prophecy—who saw ever before him the towers of a new institution arising and who, building from the foundation up, beheld the consummation as a New Jerusalem of his aspirations. Far less able as a teacher and as a culturist, than was President Chase, Dr. Cheney was yet the man to found the institution. He had the rugged persisteney of a Roger Williams and the unending devotion of a Judson. He built by always building. He won by always working.

President Chase came to the presidency of Bates from the ranks of its teachers and alumni, when the institution had weathered the first storms and was on fairer seas. And yet it was the crucial time. The ship might have sailed to any other port than that which the strict and rigid interpretations of duty and conscience induced Dr. Chase to seek. He kept true to the course, determined by its founders. He has captained the ship, with discipline, with kindness, with optimism, with serenity of soul; with high faith, with abiding purpose. He has made Bates college infinitely greater, immeasurably stronger, far richer; and yet he has instilled into what it so needed, the liberalism of a finer understanding of human needs and a better interpretation of the relations of the Christian man and woman with the world as we find it.

President Chase has been the man of the age, for Bates college. Never was a life more absolute in its devotion to a cause. It is as tho each dawn saw him re-consecrate himself to the work of Bates college that lay before him in the Master's good will, each evening saw a review of the trust and the question of his own conscience "have I done well or ill?" He has lived and moved and had his being in the service of Bates College. If he had committed any error, it is the wholly unconscious one, of being too far removed from the world and too far given to the service of his Alma Mater. It is possible for one to do this but it is a virtue rather than the opposite and bespeaks the zealous and the faithful man.

Dr. Chase of late years has come into contact with a group of younger men thru the membership of the Rotarians of which he was very fond. Here that wonderful sweetness and humanism of his soul, that tenderness of companionship; that serenity of character; that fixity of purpose has shone upon his friends like a radiant sun. What a wealth of love in him! What a consideration for others! What gentleness and simplicity! What majesty of conception of the bounds of faith. It was like a new and deep note of some distant music to the men with whom he came in contact.

It radiated thru their gatherings. They came to love him and, what is more, to seek by every way to express to him that tenderness of consideration which they felt was due to his personality. It was with tears of joy that they welcomed him after his recent critical illness and it is significant that this welcome was to Dr. Chase as he told the writer one of the sweetest things of all his life. "I have never enjoyed association with men to a greater degree," said he, "than I have in this relation. I am sorry that I have not had the opportunity earlier in life to come more in contact with such influences strictly outside of the college and collegiate life." If they did good to him; he did infinitely more good to them. His example; his tenderness; his generosity and his cheer will always be a memory to his companions.

We can not say too much for the power and growth of Bates college in the past twenty-five years under President Chase's direction. We who live in this community, make far too much industrial value of our privileges; not enough of the educational value of our institutions of higher learning. A college is worth more than a factory and yet we rarely hear of Chambers of Commerce devoting thought to the welfare of the college or doing any work for the betterment of the physical conditions of the same. The steady growth of Bates; the building of dormitories, libraries, gymnasium, chapel, union, commons, athletic field, halls and appurtenances, the result of the untiring work of this man who lies dead among his books and surrounded by the material evidences of his life-work are of greater physical value to this community than the work perhaps of any other man of our generation; while his influence on manhood, on advanced Christian thought, on purity of life; on the spreading abroad of citizenship of the higher type, surpasses the work of others as his opportunity has been greater and his service the more untiring.

We pay tribute therefore to George Colby Chase, president of Bates college, because he was a pure sweet soul; because he was a simple follower of his duty; because he was a loving and beloved man among men; because he was a strong man of tireless business capacity and unfailing perseverance; because he never quit; because he never complained; because he lived up to his professions of religious life; because he filled a great place ably and well; because he was a scholar, thinker, a gracious influence on the life and thought of our times.

The community in which we live owes Dr. Chase more than it knows. Some day perhaps it will better appreciate his great service. He took the institution small, he left it great. He took it healthy, he has preserved its stamina and strengthened its roots. He has rounded out a lifetime of service. He was permitted in the grace of God, to die where he would have liked to have died—on the field of his service, among the evidences of his work, in the home of his dear friends. We shall personally miss a friend, a frequent visitor, a man of counsel. But we have the comfort of appreciating that he has lived and died as St. Paul; finishing the course, having fought the good fight and kept the faith.

President Sills of Bowdoin college: "Nowhere was Dr. Chase held in higher esteem than at Bowdoin. He had been so long a resident of the State; he had worked in such close conjunction with the late President Hyde, that his passing will have a very deep effect. He was a fine type of scholar, of administrator, and of gentleman. I feel, thru my own association with him, a sense of great personal loss."

Judge George C. Wing, President of the Androscoggin Bar Association: "The entire community has sustained a great loss in the death of President George C. Chase. Not only has President Chase's helpfulness been exerted in the interests of education and piety, but the entire system of right thinking and right living has been greatly benefitted by his habits of mind and heart. Friends of education wherever he was known will sincerely mourn his loss, and the wide circle of alumni of Bates college will stand at his open grave as a family, crushed with grief at their bereavement. A good citizen, a kind friend, a Christian gentleman is no longer with us."

Dana S. Williams, president of the Lewiston-Auburn Rotary club: "He was a most lovable man—one esteemed and respected by all Maine Rotarians, whether graduates of Bates or of other colleges. Because of his scholarly attainments, and of his position at Bates, he was easily the dean of our Rotary club."

Mayor Charles P. Lemaire: "Lewiston was proud of President Chase—of his scholarly attainments, of his influence upon educational circles throut Maine, and of the superb results which he obtained at Bates. This community suffers a vital loss in his passing; and I speak for all of our citizens in extending to the family and to the college the city's deepest sympathy."

Judge Franklin M. Drew of Lewiston: "I have been associated with President Chase as secretary and treasurer of Bates college more than 20 years. I regarded him as a very refined, Christian gentleman. He was a very able and efficient president. The college owes to his efforts very largely its present high standing in the educational world. I feel that in his death I have lost a highly esteemed friend."

Mrs. E. F. Pierce, '94, president of the alumnae association: "A man of vision, yet intensely practical, chivalrous and kindly, yet vigorous and unswerving in his adherence to truth as he saw it, unprejudiced by worldly considerations, race or sex, President Chase saw to the heart of things. All of these qualities made him an early and active believer in the higher education of woman."

Statement from Faculty—Sincere Tribute to the President

Following a brief meeting of the faculty yesterday morning, after the announcement of the sudden death of President Chase, the following statement was given out for publication by Dr. L. G. Jordan, as an expression of the sincere sorrow of the faculty and student body at their loss in the demise of their leader and friend:

The sudden death of President Chase is an almost overwhelming blow to the faculty and the students of Bates college. For 25 years he has been the head of this institution and has directed its affairs with great wisdom and kindness. Some of the faculty have known him intimately all these years, others only a portion of that time; but all have honored, trusted and loved him with a devotion that few men in such positions have enjoyed. By his kindly and wise management he has secured the sympathy and co-operation of all his associates, and as a result the utmost harmony has always prevailed in their councils.

President Chase was a member of the third class, graduating from Bates College in the year 1868. As a student he was unquestionably the ablest man in the college at that time, showing the same brilliant scholarship, the same noble traits of character and kindly Christian spirit that were so prominent in all his later life. Even then he was especially devoted to his college, preferring its honor and good name to any personal ambition. This love knew no abatement but steadily increased and developed with the succeeding years even to the end of his life. His last days seemed filled with an earnest longing for a little further lengthening of the span of life that he might be still more helpful to the institution to which he had devoted his life and all those connected with it whom he loved so dearly.

His life was so rarely balanced that it is hard to tell which was the most prominent— the intellectual, the moral and spiritual, or the tenderly human and sympathetic. Other men have been known more widely than he, but none have been honored and loved more sincerely by all those who have known him best. In his death every member of the faculty and of the student body mourns the loss of an able and honored leader and of a noble, true and devoted friend.

Graduates' Tribute to President Chase

Letters from Alumni on Occasion of his Seventy-fourth birthday.

The alumni of Bates have always felt a debt of love and gratitude toward the man who made a college education possible for so many of them. The relation between President Chase and individual student has been peculiarly close, and this fact has been increasingly appreciated by the alumni. Their esteem has been expressed often and in diverse ways, but never more earnestly and more completely than last year, on the occasion of the President's seventy-fourth birthday. At that time, the Bates Round Table, wishing to celebrate fittingly the President's birthday, asked a large number of the graduates to write a birthday letter, to be read at an informal reception held in President Chase's honor. The following messages, taken from among that number, make up a remarkable tribute from representative alumni of the college:

"I regret that the limitations of time and space forbid my being present on the occasion of the celebration of your 74th birthday.

You must needs be a very happy man, for he, who at that age looks back upon a life devoted to the service of his fellowmen, cannot be otherwise than happy. And, to my way of thinking, you have been peculiarly fortunate in the kind of service which you have chosen to perform, namely, the offering to young people the opportunity to help themselves. My observation has been that the only kind of help which really does people any good is the kind which encourages and enables them to help themselves, and youth is the opportune time for such help.

May you be spared and strength given you to continue your work for many years to come, is my wish for you on this occasion.

Sincerely and gratefully yours,
Bertrand L. Pettigrew, Class of 1895.

"With the close, affectionate feeling of friendship that inspires the name of "Prexy."
When Sophs were abroad to fill with fear—
There was "Prexy".
When Decs. were on and your turn was near—
There was "Prexy."
When you had a Freshman to advise,
Or your Senior theme lacked counsel wise,
All through your years, glad to advise—
Was "Prexy."

May each full year return to you
Its treasure.
Each birthday count to you in full
Its measure.
For every heart that turns to Bates
Has known your love—and oft relates
Your strength that so with kindness mates,
With pleasure.

Most loyally,
Grace I. Parsons, 1911.

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BATES MOURNS PRES. CHASE

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"Dear Dr. Fullonton,

In regard to Mr. Chase's scholarship, I could hardly say too much. He is all that you could expect of a young man just from college. He is probably superior in intellect to any young man who has been connected with the institution since I came here. He may lack in enthusiasm a little. His health is rather poor. You will be perfectly satisfied, I hope.

Yours with great respect,
J. Y. Stanton.

On account of the excellence of his work at the Institute, at the request of President Cheney and Professor Stanton, he was persuaded to return to his Alma Mater as instructor, at the same time offering him a course in the Cobb Divinity School. From the first, his success was marked, and so fortunate was he with his classes in Greek, that the chair of Rhetoric and English Literature was offered him. With the rapid development of Bates, and in the absence of several of the professors he taught advanced Greek, botany, Latin, and other subjects.

The trying days of the life of the new college soon occurred. Financially, the problems seemed difficult of solution, but with devotion and loyalty, he, together with five other professors, contributed enough of his salary to enable the college to pass the crisis. President Cheney, recognizing the ability of Mr. Chase, assigned to him the task of beginning the collection for a library. With the speed and despatch which characterized his later acts, he returned with far over a thousand volumes, and Bates had a library. The work in soliciting funds for the college brought him in contact with many wealthy men and women whose acquaintance proved of incalculable value after his election as president.

The resignation of President Cheney occurred in 1894, and Mr. Chase stepped in to fill the vacancy at the head of a rapidly developing college. Thus began his work, characterized at all times by self-sacrifice and devotion to the ideals left him by his illustrious predecessor. Within the next ten years, so marked had been his ability in the office which he held, that he received the degree of D. D. from Colby; LL. D. from the University of Colorado; from the University of New Brunswick, and finally, from Bowdoin College.

The everyday life of the President on the campus is too well known to students and graduates of the college to require comment. Aside from his absorbing interest in the institution, he was deeply concerned in community affairs, having been a member of the Lewiston School Board for six years, and President of that body for two years. He was a recognized authority on education, and spoke before legislative committees on education on more than one occasion. His published works include "Altruism" in "Modern Sermons by World Scholars",, "The Disruption of the Home", "The Religion of a college man", and the "Semi-centennial Historical Address", which will be found on the first page of this paper.

He married Emma Frances Millett, of Norway, Maine, by whom he had five children, Emma, the wife of the present Governor of Maine, Carl E. Milliken; Elizabeth, Secretary to the President; Caroline W., who is engaged as a private secretary in the city of New York; Muriel; and Professor George M. Chase, of the Greek Department, at Bates College.

INAUGURAL ADDRESS OF PRES. CHASE

(Continued from Page Four)

ATHLETICS

I have thus far made no reference to a feature of college life which is sometimes asserted to have become in our age the dominant one. College athletics get more attention from the newspapers than college libraries and lecture rooms. The champion pitcher or kicker awakens more enthusiasm than the honor man or the valedictorian. Muscles seem to be esteemed more than brains.

I admit that in some colleges athletics receive too much attention; and that no college is exempt from the danger of excess in physical sports and exercises. Everybody can guage the merits of the first baseman or the "sprinter". Few can appreciate and none can observe the slow processes by which the crude boy develops into the scholar. Valuable things always require fine scales, and the most valuable cannot be weighed at all. Yet I believe as firmly in the gymnasium and the college field as in the class room and the laboratory. The sound body is essential to the sound mind. Health conditions all progress. Muscles must be mixed with brains. Base-ball and foot-ball impart their own special discipline of the intellect as well as of the body. The enthusiasm kindled by healthful rivalry is a good safety-valve for animal spirits. Held subordinate to the mental and moral culture which the college should afford, gymnastics and athletics are valuable factors in student life, and should have ample scope. They should never be allowed to become an end, but should be made tributary to scholarship and character. If they are actually found in any college to make students less gentlemanly, less refined, less studious and honorable, the fault lies not in the use but the abuse of what ought to be a valuable auxiliary to college work. Rightly employed they will raise rather than lower the standard of attainments in mind and morals, and help to send out men with vitality enough to stand the strain of a laborious intellectual life.

BATES OF THE FUTURE

Let me rather indulge in bright hopes for our future. I can see in my mind what, God willing, shall yet be translated into substantial reality, a vision of the Bates to be. I can see her beautiful campus (made thrice beautiful by the skill of the landscape gardener) dotted with a score of graceful but substantial buildings dedicated to the service of art, literature, and science, and proclaiming her growing usefulness and fame. I can see her gymnasium, not the humble one of to-day, but a solid structure of brick and stone, furnished with all the appliances that develop strength and evolve the model man. I can see her long-coveted observatory crowning our beautiful Mount David and taking nightly counsel with the stars. I can see her corps of professors in full rank keeping step with the van in the onward march for truth; and I can see her students gathering for morning prayers in a chapel larger than this and dedicated solely to the worship of God. I see them, earnest, pure, reverent, simple in their habits, frugal in their lives, democratic in their sympathies, eager in their pursuit of knowledge—their brows touched with the light of Heaven, and their faces aglow with a holy enthusiasm for humanity—each of them a destined exemplar to this age of the noble and inspiring uses of life revealed by the new learning and the old faith.

Trustees, alumni, students, friends, you have entrusted to me the sacred responsibility of leadership in the new crusade upon which we enter to-day. I can hope for success only as, inspired by a better wisdom than our own, we unitedly resolve to hold our college true to the high ideals that have made her rich in her poverty, and strong in her weakness.

REMINISCENCES OF BATES IN THE EARLY DAYS

(Continued from page one)

Parker Hall and Hathorn Hall— that crowned the ridge completely filled my field of vision and left nothing to be desired. Here at last was the object of my dearest hopes, the Mecca of my long delayed pilgrimage! The air was laden with the balmy odors of spring. A score or more of young men were singing in front of Parker and gliding back and forth between the street and the Campus. They were students of Maine State Seminary, and on the morrow I should be one of them.

The grounds, indeed, were treeless and ungraded and terminated a little beyond Hathorn Hall in a rough hummock-sown cow pasture. They were bounded on the east and west by stump fences. At the foot of them, nearly opposite the site now occupied by Milliken House, was a small circular artificial pond with a rude wooden pump from which the young men drew water for their rooms in the western half of Parker Hall. The young women, who occupied the eastern half (duly isolated by a heavy brick partition) were permitted to obtain theirs from a pump in the basement of the building. I was a farmer boy, and it did not occur to me at the time that there was any neglect of aesthetic requirements. I was, however, ready to respond somewhat later to the call for volunteer tree-setting, and was one of sixty or more young men that on tree day marched to the neighboring woods with shovels on their shoulders to transplant the coveted elms and maples. Nor was I displeased when several years later the first attempts at grading were made. The institution had just received a second christening, and in response to the question, "Why do they call it Bates?" a quick-witted spadesman exclaimed, "Sure, because it 'bates' all the colleges!"

My first chapel was as momentous as my first view of the Seminary. I was awe-stricken, as passing with scores of young men and young women through the doorway on the west side of Hathorn Hall, I found myself in the large room consecrated for daily prayers. On the platform in the extreme rear were sitting Principal Cheney and his five associates—two men and three women. The settees were quickly filled with reverent students. The place seemed pervaded with the spirit of worship. Mr. Cheney conducted the service and led in the singing in which nearly all joined. He was then not quite forty years old and a handsomer man I had never seen. Tall, shapely, dignified, he seemed the embodiment of serious kindness and of generosity in youth. His hair was light brown; his complexion was clear and slightly suffused with color. His fine blue eyes shone wonderfully beautiful through his gold-rimmed glasses. His voice was low, firm and distinct. In singing it gathered volume but easily reached the highest notes. He was always a splendid specimen of physical manhood. The late Senator Frye in a reception given to President Cheney on his retiring from his position, pronounced him the handsomest man in the room. He was then seventy-eight years old.

Dr. Cheney in Action

From the time that he became the head of Maine State Seminary his duties were chiefly those of an organizer and administrator. But he had the capacity for choice scholarship; and he was one of the best teachers that I have had. A born diplomat, he seldom became assertive, but on occasion he met a difficult situation with splendid energy. He was always a defender of human rights, and even in his college days had been mobbed for his boldness as an abolitionist. A single instance in his dealing with students will illustrate his ability to cope with a difficult situation. Somewhere in the seventies, a group of College boys yielding to the temptation to be "smart" engaged the attention of a farmer that had come to Lewiston with a load of wood to sell. While these detained him, another group unharnessed his horses, removed the wheels from his wagon and carried the wheels and the parts of the harnesses to places difficult to discover. The poor man on grasping the situation searched long and fruitlessly for his lost property. At length, in grief and despair he sought Dr. Cheney and acquainted him with his trouble. President Cheney promptly ordered the college bell rung and summoned all the young men to the Chapel. Then with great earnestness he said to them: "The man whom you are tormenting may be humble and poor, but his rights are as sacred as yours. I expect you at once to restore his property and to make honorable amends for your conduct." The young men dispersed with a cheer, restored the wheels to the wagon, re-harnessed the horses, apologized to the farmer, out of scanty purses gave him a generous sum, and sent him on his way praising Dr. Cheney and his College.

The Beginning of the College

The change from Seminary to College after a long, hard struggle was effected in 1863. It was a Western College in a New England environment and as such proved a serious misfit, necessitating anxious and painstaking readjustments. I vividly recall the first chapel under the new organization. Ten young men and six young women filed into the aisle on the eastern side of the room and made their way grandly to the seats at right angles with the platform, while a nondescript crowd of boys and girls of various grades and ages eagerly looked on. I was a Senior in the fitting and to me that group of Freshmen, with some of whom I had recited but a little before, seemed as august as the ancient Roman Senate.

The young men had been among the sixteen that one year before had petitioned Mr. Cheney for the establishment of a College. They were not all there. Some of them had in the year intervening hastened to the defence of the Union, and more than one had already exemplified the meaning of the Latin proverb—"Dulce et decorum est pro patria mori." Of those responding to this first summons to College prayers, several had been three months' volunteers. It was a time of testing and of trial and not a few of the boys in the eager student body of that morning subsequently sealed their patriot devotion with their lives.

Co-education

And the six girls! the first on the Atlantic seaboard to be known as College women! How they thrilled to their distinguished opportunity was proclaimed in their every movement. Alas! before the end of their Freshman year not one of them remained. The outer world frowned upon them as freaks and anomalies, and their own classmates found it hard to endure the gibes and jests so freely flung at this pseudo "college for women and niggers." Such was the refined phrase in which the young men of the neighboring institutions expressed their contempt for this child of the West seeking a home in New England.

The apology for this delicate compliment was found partly in the fact that Bates had been modeled after Hillsdale and had sought to gather under the broad shield of a college, youth of both sexes and of varied ages and attainments, and partly in her open hospitality to black students from the South. The founders of Bates were out and out believers in human equality and did not hesitate to show their faith by their works.

President Chase's Semi-Centennial Address will be concluded in the next issue of the Student.

PRES. CHASE AS A BUILDER

From a little college with only three or four buildings, Parker Hall, Hathorn Hall, Hedge Laboratory and the old Gymnasium, in 1894, when President Chase assumed his responsibilities, Bates has grown to be a great institution with many beautiful and magnificent structures of which she may be justly proud.

No one can be better impressed by the remarkable growth of the college than to ascend Mt. David some beautiful spring afternoon, and by a process of elimination with the cooperation of one's imaginative powers, remove all the beautiful trees, arranged so symetrically on the campus below, and all the slate roofs which tower above them, remove the quaint towers of the chapel, and see what the last twenty-five years have meant to Bates. Or better still one could spend a profitable hour digging up some of the old pictures of bygone years and comparing them with the beautiful campus of today.

As soon as President Chase came into power, little by little his influence was felt to such a degree that Bates College has gradually come to rank high among the institutions of learning in New England. From the same viewpoint that we gazed down upon the barren campus of 1894, let us stand a few moments longer and imagine what the work of his tireless and indomitable hands have accomplished in a quarter of a century, and see again the buildings under construction just as we see the new Chase Hall today,—and what is more—see the invisible hand behind them.

Before the echoes of his inaugural address had died away the first steps toward the construction of Roger Williams Hall were taken, and simultaneously the college came into possession of the oldest of the women's dormitories, Cheney House, which had previously been the President's residence. Roger Williams Hall was originally designed for the Cobb divinity school and was dedicated in the year 1895. It is an attractive and commodious three-story brick building, occupying a central location on the campus near the athletic field. The first floor is largely devoted to Y. M. C. A. activities this year, but upon the completion of the new Chase Hall, when the Y. M. C. A. offices have been moved over there, it will again be devoted to college purposes.

Another long-standing need of the college was taken care of in 1902, when Coram Library was dedicated. The gift which made the construction of this building possible was made by Mr. Joseph A. Coram of Lowell, Mass., who contributed twenty thousand dollars toward its erection. It is one of the most beautiful and best planned buildings of its kind. Its reading, reference, seminar and stack rooms are models of taste and convenience. In furnishing the different rooms, and securing the necessary funds to buy new books, thereby supplying the needs of the different departments, President Chase, himself, has taken an active part, and this is only one of the splendid monuments he leaves behind.

For a long time Bates had needed a large dormitory for women and President Chase and the Trustees got together and in various ways provided the funds for the beautiful building at the foot of Mt. David which is called Rand Hall. This was dedicated in the year 1905, and since then it has provided an ideal home for the women who come to Bates, altho new dormitories have also been secured. It contains a large, well-equipped gymnasium, and Fiske reception room for student gatherings, both of which were made possible by special gifts.

Perhaps in carrying forth no enterprise did President Chase work any harder than in securing the Central Heating Plant. As a result of his efforts, finally the Maine State Legislature appropriated $45,000 for the construction of that modest little building with the tall brick chimney back of Hathorn Hall, and today Bates has one of the most efficient heating systems in the country. In its construction, provision has been made for extending its advantages to buildings hereafter to be erected, and Bates will continue to profit from this undertaking for years to come.

The next building to be erected was Libbey Forum, that beautiful little one-story edifice opposite Rand Hall on the northwestern end of the campus. This was provided by the late Honorable W. Scott Libbey. With all due respect to President Chase it might be said that he had less to do with the erection of this building than any of them, but it comes under his brilliant administration and might well be mentioned.

In January 1908 President Chase received a gift of $50,000 from Mr. Andrew Carnegie for the erection of a new science building. There were certain conditions which went with his gift that required the sum to be duplicated before the construction could be begun and President Chase set about to make this possible. His efforts bore fruit and the building was dedicated in 1912. Since then the apparatus and equipment in this building has been greatly increased by subsequent gifts and here is another permanent monument to the work of our great President.

Upon the completion of Carnegie Science Hall, John Bertram Hall, which had been used as a biology laboratory and recitation rooms for nearly thirteen years, was turned into a Freshman dormitory, and funds were secured which made the furnishing of this building possible.

Of all the buildings on the campus the Chapel is undoubtedly the most beautiful and impressive. The erection of this magnificent building was provided for thru the wonderful generosity of a devout Christian woman who gave $60,000 towards its construction. For a long time the name of the donor was withheld by her request, but upon her death a few years ago it was revealed. In her gift of the Chapel, and the second most wonderful organ in the state, Mrs. James made a great tribute to the work of President Chase.

Her son has contributed largely toward the sum necessary to construct the new Chase Hall. This beautiful edifice will provide a home for Bates social activities together with suitable quarters for the Alumni and the Y. M. C. A. offices. The funds which have made its construction possible have also largely been secured thru the personal influence of President Chase, and nothing could be a more appropriate and fitting climax to his remarkable career than the fact that this building will bear his name.

It should not be overlooked that President Chase was largely influential in securing Whittier House, and the sister house nearby, which was constructed after a small gift by Governor Milliken's father whose name it bears. The new Frye Street House, which accomodates nearly tweney-five Freshmen girls is another testimony of his services.

President Chase's latest service to the college has been his personal efforts to eradicate the college deficit, which has been incured thru no fault of his. Now that Bates College has lost its most faithful and ardent champion the Bates Alumni Loyalty Fund should be magnificently oversubscribed as a last tribute to the self-sacrificing work of a great man.

THE PRESIDENT'S AMBITION FOR BATES REALIZED

ADDRESS DELIVERED AT INSTALLATION OF THE GAMMA CHAPTER OF THE PHI BETA KAPPA

President Chase lived to see fulfilled what was perhaps his most eagerly cherished wish for Bates, the intallation of a chapter of the Phi Beta Kappa. This desire on the part of the President was probably originally inspired by Jonathan Y. Stanton, the Beloved Professor, who told the first classes to meet in the new college that, although there were to be no fraternities at Bates, some day there would be a chapter of the Phi Beta Kappa.

The joy of the President in the realization of his desire, his pride in the college with which he had been so long and so intimately connected, and his confidence in its ability to live up to the standards of the fraternity of scholars, are all shown strikingly in the brief, optimistic address of acceptance at the installation of the Gamma Chapter of Maine, May 29th, 1917:

Honored Sir: Author, Educator, Scholar, Lover of Truth, Inspirer of Men, and Promoter of Sound Learning:

In behalf of myself and my associates in the newly constituted Gamma Chapter at Bates College, I give you warmest welcome. In their behalf I accept the gracious offering that you as President of the United Chapters of Phi Beta Kappa have placed in my hands. For in spite of the awful warning presented in the experience of the unhappy Trojans as narrated in the Aeneid, we do not fear the Greeks even bearing gifts. For long years the choicest spirits in our college community have been earnestly coveting as among the best gifts that a college may crave that recognition of sound scholarship which it is your peculiar function and privilege to give as the representative and exponent of the ideals of the time-honored and unique Fraternity over which you preside,—the gift of a charter assuring to Bates College the eagerly desired Chapter of Phi Beta Kappa.

Bates was fortunate in the men who outlined her courses of study, fashioned her ideals, shaped her policy, and breathed into her the breath of intellectual and spiritual life. For they kindled the imagination and awakened the ardor of their students by bringing to them the traditions, the aims, and the achievements of the great brotherhood of learning of which they were members. That their efforts were not in vain is attested by this choice gathering, these eagerly anticipated exercises so fulfilling the hopes and so assuring the promise of the fathers, by the presence of these distinguished guests, with yourself as the leader and master of ceremonies.

The knight of ancient chivalry was inducted into his order by brilliant ceremonies only after by faithful and unwearying service as a squire he had given proof of his knightly qualities. That Bates has successfully met the elementary tests of that better system of chivalry, that knighthood of sound learning instituted at William and Mary in the midst of the struggles and sacrifices of '76, is evidenced by this noble and ever to be cherished charter,—to her, indeed, a Magna Charta more significant in its own sphere than that wrested from King John at Runnymede. That she is worthy of such recognition is shown by her record in the world of scholars, by her contributions since her life began, a half century ago, in the persons of her graduates, to the faculties of nearly eighty universities and colleges, by her almost unique place in public education as disclosed by the services of her sons and daughters as commissioners of education for great commonwealths, as superintendents of schools in scores of cities, towns, and districts distributed throughout our country, by the fidelity and efficiency of her alumni teachers in hundreds of communities scattered throughout our Union, by the honorable positions in social, civic, and literary life that her children have gained as writers, legislators, judges, and executives—some of them sharing with us in the sacred privileges of this day and all of them contributing to the leavening and uplifting influences in the homes, the communities, the places of power and influence in which fidelity to duty, love of learning, service to humanity, and reverence for God are moulding and directing the Christian civilization of our time.

Bates has delighted in her struggle for growth and advancement, long and stressful as it has proved. To-day she rejoices in the laurel wreath that you are permitting her to wear. Her admission to a fraternity of scholars which but one week ago, under your direction, distinguished authors, statesmen, and philosophers of the Old World were proud to enter, cannot fail to be an inspiration to her that will strengthen with the years.

In your presence, most honored sir, in behalf of her faculty, her students present and yet to come, I pledge her fidelity to that life in the spirit whose fine fruitage is art, literature, science, philosophy, intellectual and moral freedom, and the ceaseless quest of all things true, beautiful, and good.

As to ancient William and Mary amid the storm and stress of the Revolution there came the impulse that has given birth to the great brotherhood of learning in which from this day onward Bates is to have a share, so in time of world struggle and the agony of nations may there come to the colleges of our land the broadening, enriching, tranquilizing and life-giving influences that find their source in the love of truth, justice, religion, God, and humanity and their final outcome, howsoever delayed, in well-ordered democracy for all lands and all nations.

INAUGURAL ADDRESS OF PRES. CHASE

(Continued from Page One)

with the hushed breath of reverence. To the end of time let it never be forgotten, as buildings and equipments grow more elaborate, and wealth flows in ampler tide to continue and adorn and complete a work often begun in poverty, that the college exists, not to gratify the selfish instincts of the more fortunate, not to nourish the haughtiness and arrogance of a false aristocracy, but to develop men who shall be fit exponents of that spirit of philanthropy to which the world will always owe its increasing "sweetness and light".

But while all higher institutions for the promotion of culture have their origin in the purpose to promote the general welfare of humanity, the conception of the ends to be attained and of the means by which they might be accomplished has naturally varied with the changing life of the ages. The founders of the first universities of Europe were faithful adherents of the social, political, and religious systems under which they lived. In their thought the scholar in the university was preparing to serve the pope, the king, the powers then dominant, in the maintenance and improvement by wise measures of existing institutions. The university gown was in due time to be exchanged for the robes of the priest, the judge, the privy councilor. The openings for public service were few; and in spite of spasmodic irruptions of student hordes into the barracks of Paris, Oxford, and Cambridge, the number of scholars was relatively small, the curriculum narrow, and the standard low. Down to the present century, and, indeed, far into it, Oxford and Cambridge were monopolized by nascent lords, embryo clergymen of the Church of England, and gentlemen commoners, with here and there a sprinkling of charity students in whom rich patrons had discovered (or thought they had discovered) signs of genius. It is from the founding of our own Harvard that we trace the rise of a more democratic spirit in learning. The conception of civil and religious liberty which the colonists brought to Plymouth and Massachusetts Bay required for its realization a body of intelligent freemen; and, as they clearly saw, this necessity could not be met without the college. Harvard was founded not only to supply the churches with able ministers but the grammar schools immediately to be established with competent teachers. And its founders were wiser than their descendants have sometimes been; for they saw clearly that the stream of knowledge could be kept flowing only so long as it had a full fountain head.

But the first century in Massachusetts witnessed only the beginnings of that democratic spirit and rule which are so rapidly transforming the modern world. If the colonists brought with them new ideas, they brought old customs and traditions. The ruling elements in early Massachusetts were not so much democratic as aristocratic. In that peculiar wedlock between church and state the minister and the magistrate maintained easy pre-eminence. Moreover the simple industrial, social, and intellectual life of the time made few demands on the scholar. In an almost purely agricultural community, with no great centres of population, the pulpit, the school-room, and occasionally the judicial bench, were the only places where the college graduate could give account of his acquirements. Modern science was yet unborn; literature consisted of sermons and psalm-books. The two first attempts to establish newspapers were suppressed by the government of Massachusetts, and when the *Boston News Letter* was first published in 1704, its news from Europe was, according to its first editor, thirteen months behind the time. Ffteen years later he congratulated his readers that the thirteen months had been reduced to five. Of course the telegraph, the telephone, and the numberless applications of electricity, so familiar to us, were undreamed of. Even the steamboat did not arrive till a century later. When we contemplate the hard facts, we shall wonder at the breadth rather than the narrowness of the Harvard curriculum, and shall cease to marvel at that rule in the first list of regulations for the institution by which "all Sophisters and Bachelors are required publicly to repeat sermons in the hall whenever they are called forth." Indeed, the course of study and the discipline seem to have been admirably adapted to the chief end sought—to furnish the churches with an able ministry. The college was true to its function in contributing to society men trained to meet its higher needs; but the recognized needs were painfully few, and the functions correspondingly limited.

In our age how great the contrast presented! Instead of the simple agricultural life of our fathers, a society so complex that its numberless and ever-varying elements, with their incessant action and reaction, dizzy the clearest brain and baffle the subtlest power of analysis; a society so thoroughly imbued with the spirit of democracy that it is pushing the boundaries of popular rule to the verge of socialism. Think of the varied industrial interests that centre in the life of our age. Think of the applications of the physical sciences to the ordinary processes of toil; of the part that chemistry and physics and mineralogy are taking in our every-day work. All save the very rudest kinds of manual labor are making incessant demands upon the student of the forms and forces of nature,—mineral, plant, animal— and the scholar is hourly supplying the inventor with new data for organizing and directing the multiplying machinery of a working world. Meanwhile we are constantly extending and subdividing the already numberless trades, callings, and professions that distinguish this specializing age. Think, too, of the infinite range of science, pure and applied. With an ever-widening universe before him and ever-increasing means for exploring it, the scientist of to-day finds an ocean in each drop of water, a world in each grain of sand. And yet, so wonderfully is all knowledge correlated that would we know the structure and elements of the commonest mineral we must send messages of inquiry to suns and stars, must ally with the microscope both the telescope and the spectroscope. Or if we limit our study to the life of man, through what cycles of time must we retrace his footprints before we arrive at the fathomless mystery of his origin. And could we know anything of man's history as a thinker and an organizer, of the processes by which he has through slow ages been evolving the splendid civilizations whose beginnings must be sought in instincts so primitive that we can scarcely identify them as human, with what patience, and with what insight, must we question mounds, pyramids, sepulchers, the shattered and vanishing relics of races long extinct. And the same diligent, comprehensive scholarship is necessary everywhere. We find the origin of our jurisprudence and our government in the marshes of northern Germany no less than in the elaborate systems (themselves an evolution) of Imperial Rome. To understand the full significance of court and legislature in America to-day, we must know their origin and their development. Every part of our multiform life is at many points hopelessly obscure save in the light of the past. Nor is there any people on the globe in whose living customs, traditions, and institutions we may not find interpretations of our own. The same truth is emphasized in our art and in our literature. We are finding that even our cherished Christian religion, even our sacred Scriptures, can be fully understood and appreciated only when compared with other religions both of the past and the present. The word scholar in this 1894 ought to mean far more than in any preceding year of the world's history. Life has a thousand noble uses that our fathers never dreamed of, and it is the business of the college to furnish men who shall worthily exemplify them. Think of the possibilities offered in our social and our home life. With our great public libraries, our art galleries, our lecture halls, our University Extension methods, our command of the best in all that art and science have to offer, how can any but the disciplined and cultured mind appreciate these transcendent opportunities? How in any degree exemplify their use to others? It is a wonderful opportunity and an awful responsibility that rest upon the colleges of our time!

A TRIBUTE TO THE HOME

But it is in the home that the peculiar gifts of any age yield their best results. Here the blossoms of our wonderful civilization exhale their freshest and rarest fragrance. What opportunities for the college graduate to illustrate in his home the richness and beauty of a complete life,— a home into which science, art, literature, and religion are pouring their choicest treasures; a home reflecting at every angle the light of disciplined intellect, refined tastes, and ennobling pursuits. What more hopeful, more manifestly providential fact of our time than that the presiding genius of the true home, the wife and mother, equally with the husband and father, may bring to it the grace, the refinement, the intellectual and moral culture which it is the function of the college to impart.

But the feature of our age that gives to the work of the true college its startling, its almost overwhelming significance, is the all-pervasive and well-nigh universal influence of democracy. For good or for evil, and it must be for ultimate good, the rule of the people is extending itself into every sphere of thought and action. It is the assertion by each member of society of his absolute right, in virtue of his membership, to take a part in shaping every interest of humanity. In our political life the fact, of course, has lost its novelty. We have become accustomed to see government in the entire range of its theory and practice reflect the wishes of the voting majority. It matters not that written constitutions have put restrictions upon the popular will or the popular caprice. The power that makes constitutions can change them. Hence it has come about that there is no principle of government, however fundamental or time-honored, that is not to-day on trial. Radical theories of taxation, ownership, and administration are broached without apology. There is no part of our life, however guarded heretofore, that is secure against changes wrought by legislation. Our property, health, morals, lives, are under the supervision of the majority. If we look beyond government and its functions, we find the popular will attempting to assert itself at every point. The majority are beginning to tyrannize over the individual, and unless the minds of the many can be liberalized, the last vestige of respect for individual rights will soon disappear. How shall good sense, good taste, intelligence, and conscience triumph over a mere show of hands, unless we can substitute for the discarded authority of tradition and precedent the authority of right and reason? And how can reason and the will of God, which Matthew Arnold makes synonymous with light and sweetness, prevail, save through the example of that body of men and women whom our colleges are preparing to be guides, teachers, and apostles to those less favored.

Happily colleges and college students are multiplying. Democracy is instinctively providing itself with safeguards; or rather Providence is shaping it to better ends than it dreams of. Hence not only the increase of young men in college but also the entrance of young women upon their long withheld inheritance. It is but an axiom of true democracy that the human intellect is its own vindication of its full title to all that it is prepared to appreciate and to use for noble ends. The power to think invests the thinker, man or woman, with all the privileges that belong to the thinking mind. If woman can make wise use of the college, she is equally entitled to it with man. The how and where are mere matters of expediency.

THE CURRICULUM

But what should the college of our age be, in order to respond to the demand of society for a worthy exemplification of the right uses of life in this vanishing nineteenth century? By common consent the old curriculum has long been inadequate. What should be the courses of study in a well-equipped college? If we have arrived at a correct definition of the function of the college, namely, to prepare its students to exemplify the right uses of life, then the college of our day should, so far as possible, anticipate in its curriculum that world in which its students are to live. Its aim, first of all, should be to produce the well-balanced, the symmetrical man,—the man whose rounded education shall have prepared him to live in every chamber of his being, to be at home in the world as the world presents itself to-day, to be master of himself, his environment, and the opportunities that the many-sided life of our age may offer.

It must be a generous curriculum, one that will give appropriate exercise and nourishment to all his powers of body, mind, and soul. It must make provision for all the student's faculties. He should be trained to observe, to classify, to feel, to reflect, and to act. It should open to him every enjoyment proper to a well-ordered life. It should prepare him to meet his responsibilities as a member of society with fidelity, wisdom, and reverence.

Such a course must have breadth. It must not be narrowed to the wants of the specialist. It should not look largely to what is falsely called the practical. For the work of the true college is not to make doctors, lawyers, engineers, ministers, but to make men who, whether one, another, or none of these shall vindicate the beauty and dignity of life; who, whatever the calling they may follow, shall be impressive exponents of the worth of manhood and of the richness and variety of God's gifts to his creatures. Such a man is Gladstone. Such, though less conspicuous, are many of the graduates of our American colleges.

THE CLASSICS

We cannot, therefore, exclude from the true college that choicest flower of ancient thought and life, the Greek language, with its embodied literature, its pervading and educating sense of harmony, its mirror-like power of reflecting the art, the philosophy, and the practical wisdom with which it has illumined all lands, all ages. Nor can we exclude its companion, the less attractive but ever useful Latin—the imperial tongue of which several of our most studied modern languages are scarcely more than shattered fragments. These ancient classics still have a place, but no longer a privileged place, in our scheme of liberal studies.

LANGUAGES AND SCIENCE

That the modern languages sustain an important relation to modern life, goes without saying. Mathematics is constantly giving proofs of its utility. Its disciplinary value has never been questioned. It is indispensable to scholarly work in a dozen of the most important arts and sciences. Nor do the physical sciences need to be vindicated here. Their development has been the most striking feature of modern progress. President Elliot's test of an educated man—his ability to use his own language with clearness, force and elegance—is so reasonable as to seem almost axiomatic. The English language and literature are at length receiving the attention they deserve. The studies dealing with the nature of mind, the problems of existence, and the laws and forms of thought are not likely to be neglected. The principles that govern the development of the human mind, the order of studies in harmony with these, the best methods of awakening and exercising the intellectual powers of children and of forming good character and right habits,—all these are so related, not merely to the school but to society and life, that they deserve a place not yet accorded them in most colleges. Common prudence requires familiarity with the teachings of history, with the sphere and offices of government, the laws of economics, and the facts and principles that underlie society. Ethics and religion are the soul of civilization. Without them man sinks into animalism. Such are the essentials in any outline of studies intended to prepare men for complete living. Some of them have long been taught in the college. All of them should be taught in accordance with the wisest and most progressive methods.

(Continued on Page Three)