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The
Notes
Student

VOL. XXII.

No. 3.

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THE BATES STUDENT.

VOL. XXII.

MARCH, 1894.

No. 3.

THE BATES STUDENT

A MAGAZINE PUBLISHED MONTHLY DURING THE
COLLEGIATE YEAR BY THE

JUNIOR CLASS OF BATES COLLEGE,
LEWISTON, ME.

BOARD OF EDITORS.

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Editorial.

THE true purpose of a liberal education is, to a great extent, to learn men to think and to act individually. No matter how high the ideal, a man who thoughtlessly follows the dictates of a popular leader, who constantly imitates some one person or author, who ceremoniously performs the rites of traditional customs, fails to acquire broad and genuine self-

culture. By neglecting his own natural powers, he fails in the highest duty to himself, to humanity, to God. Where could one expect to find individual character more highly developed than in our American colleges, professing as they do to give a liberal education? Yet how little originality, how little force of character there is among college students to-day, the

terrible sameness in the various phases of their life and work, the recent trouble at Tufts and Cornell bear witness.

Progress is the watchword of this age. Yet how much have the great mass of college students advanced towards a higher ideal of a liberal education, towards individual development? They may learn a few more pages of the languages and sciences, they may carry their pranks to more dangerous extremes. But have they grown more practical, broader in thought, more individual than they were fifty years ago? Truly it would be a lamentable and unnatural thing to see a body of students, actuated by no ruling spirit and bound by no ties of common sympathy. Yet it is more lamentable and unnatural to see a body of students whose individuality is so assimilated that they must follow the dictates of a few leaders, that they must become mere imitators, that they must bow down and offer sacrifice to the idol of custom until many a practical and thoughtful man of the world exclaims, as did Marullus to the Roman citizens: "You blocks, you stones, you worse than senseless things!"

THE new departure in the study of Elocution at Bates suggests the value of being able to speak well. There are but very few persons who really cannot learn to speak, and that a graduate of an American college should be unable to make respectable appearance before an average audience is a disgrace, both to himself and to

our system of education. We do not now refer to skill in declamation, though that is very fine in its place. Few, if any, of our number ever expect to be professional readers or teachers of elocution. What we have in mind is the ability to express one's thoughts in clear and forcible language, with appropriate use of voice and gesture. No one who has thought about the matter will question the great value of ability in this direction.

The men that have influence over their associates are those who, when any question of importance arises, have clear ideas on the subject, and have the power to express those ideas in a forcible manner.

In the legislative bodies of the nation, in the associations of business, in literary organizations, or even in the New England "town meeting," the same rule holds true.

The ability to think vigorously, and to arrange one's ideas in a clear and logical manner is, or should be, a characteristic of every well-educated person. But a man might have a fine education, might be familiar with all the best literature, might have studied Bain's Rhetoric all the days of his life, and yet be a miserable speaker.

Probably most of us have at some time listened to addresses by men whose intellectual ability no one would question, but who delivered the product of their thought with such a monotonous drone that we could hardly keep our eyes open. If the same addresses had been delivered in a proper manner our interest would not have flagged. So let us learn to speak as well as

to think, and let the study of Elocution have as important a place as the study of Rhetoric.

TOO little attention is given to reading. Few indeed are those who can not create a desire or cultivate a natural taste for some of the better grades of literature, when the proper method is adopted. The course of study in our colleges, academic schools, and even in those of the rural districts, is such as to produce a desire for good reading. Yet, in spite of this, there are many young people who have no taste at all for any literature, not even for a perusal of the newspaper. And there are others who have an almost insatiate appetite for a sort of an inervative reading, that blights all the former energies and transforms the would-be man into a worthless mass of animal life. This state of existence might be overcome to a certain extent, if the teachers would ascertain what kind of reading should be urged upon the several students to accomplish the best results.

In the primary and academic schools the teachers should be acquainted with the parents, so that they could understandingly work with them in creating in the students a desire for more instructive reading. The teachers should have qualities such as would be inspiring to the children; and their services should be constant, so that the students would come up under a growing influence. By such teachers, the children would be biased as older students are by the style of Webster and Burke.

There are many who, after complet-

ing such a course, would reach the end of their school-days; and yet they would not, for they would not have acquired, as they now do, only the fundamental principles of a few of the sciences to be hastily forgotten, but they would have laid for themselves a life-long school by acquiring a desire for instructive reading.

And so it would be with those who would continue their studies in higher schools. Even here this question of reading should not be forgotten. Now the student should commence to decide what will be his vocation through life; and the teachers should see to it, that the students have selected something in accordance with their best and strongest propensities. This being done, the spare moments should be devoted to apposite reading. Students having followed out such a course would not only have their ordinary college fit, but be tolerably well started on their profession.

THERE is, probably, no one in college who would not be ashamed to receive help from the public, yet there are many who unblushingly receive aid from their fellow-students. In reality, the public pauper who is willing to support himself, but cannot, is far more deserving of respect than the student pauper who is perfectly able to support himself, but will not.

The student who stands without certain of the college associations, yet shares in their benefits equally with those compelled to bear the burden of their support, may consider that he has shown himself economical by thus sav-

ing a few dollars ; but he will ultimately find that he has been most prodigal of that which is harder to obtain than money, the respect of his fellows.

We have a striking example of this parasitic tendency in our midst at the present time. Of all those frequenting the reading-room, how many are actually contributing to its support? The association has recently been to much expense to fit up its quarters, and has given us a room which we are no longer ashamed to show our friends. There are probably not—at least, it is to be hoped that there are not—a dozen men in college who do not make free use of the facilities thus offered, yet the entire membership is only about forty. We could almost as easily conceive of a house without a door, as a college without a reading-room. Here, however, are forty students supplying to the rest of the college material, the utilization of which is, or should be, an essential part of each one's work.

Moreover, a visitor to our reading-room would have little idea that he is within the precincts of a co-educational institution. No college, however conservative, could exhibit a room freer from the fair sex. He who sees upon our political horizon the dawn of the glorious day of liberty and equality with men for downtrodden and oppressed woman, need not be much of a prophet, and it is high time that the more enlightened of them begin to buckle on their armor for the Herculean labors which they are expected to perform.

The true reason for the small membership of the association is doubtless

that the matter has not been brought prominently before the students, and it is to be hoped that many, not only of the gentlemen, but also of the ladies, will respond to this invitation, and rally to the support of so essential an institution.

IF any student has ever conducted a stranger over Hathorn Hall, showing the Library, Chapel, Recitation, and Society Rooms, in turn, he must have noticed the entirely different impressions produced upon the visitor by the two last named. Possibly the student himself may have a vivid or faint recollection (according as his years have been few or many in the institution) of the impression made upon him when he first entered the class-room. The room lacked a cheering and inspiring influence which every recitation-room needs. The Professor and students could have supplied this want, had not bare walls, settees hacked by jack-knives, and a general appearance of not over-cleanliness on blinds, settees, doors, and windows, partly, if not wholly, destroyed their power.

When, however, on the next Friday evening he was present at the Society meeting, in what a different atmosphere did he find himself! Here everything combined to make the room attractive and pleasant. Should such a difference exist between recitation-rooms which are occupied on five days and society-rooms which are used but one evening in the week? To be sure, the idea is not to make society-rooms of the class-rooms by any means, but

simply to have them changed into rooms which shall seem more cheerful to the student.

We have all felt the enlivening effect of a bright, sunshiny day, when we are well-disposed to the human race and enjoy our work or study. Now, a little perpetual sunshine might be introduced into the at present dreary rooms, by means of a thorough cleaning, chairs substituted for settees, and a picture or two.

It seems more than probable that if the Faculty or friends of the college should start this radical change, the

students would take as much interest in contributing toward the improvement of their several recitation-rooms as they do now in the decoration of their society-rooms. If this change should be once accomplished, the students would feel a pride in keeping the rooms looking well, and would refrain from defacing the walls and furniture. Not only would the influence of these recitation-rooms be with us in college, but in after years one could have no more delightful recollection of college life than to picture his classmates assembled in a clean, home-like recitation-room.

Literary.

WHERE MAY I STAND?

BY E. F. PIERCE, '94.

THERE is a mighty mass of poor humanity with whom the world seems ever out of joint. Strive as they may, success eludes their grasp. Ability and good, hard sense, nay, even genius some possess, yet still their best and hardest labors are but fruitless; still their life seems a failure. At last, with baffled hopes and unfulfilled ambitions, they come to feel that every fate is hostile. They say themselves, and other people say, they are "unlucky," and surely it might almost seem that this were true.

But reason seeks a better cause for this phenomenon. Shall we believe Omnipotence creates without a purpose? Shall we suppose that human being ever breathed for whom there

was no need or plan? That were to cast discredit on the wisdom of the Infinite. Omnipotence has too much work to play with what is useless. There is a part for each to weave in the great web of human progress. The trouble is, each does not understand which part belongs to him.

"Give me a place to stand," said Archimedes, "and I will move the world." That was no idle boast. It was the recognition of a universal truth, and to the thoughtful, full of deepest meaning. For every man has qualities suited to some especial work. It may be but the driving of a nail, or it may be the molding of a government; but if he understands his fitness for that work, and if he does it heartily and better than all others, then he attains the highest in his power. No

fear of failure then. No want of recognition. He meets a need, he meets it well, and he deserves the credit of the world.

But mankind, ever looking at the end, considers not the means: or if some individual reflects upon the means, he yet forgets to ask, "Am I the man of all men most required?" Endless confusions! Fearful waste of energy! And yet most ludicrous. A blacksmith seeks to use his muscle mending watches, a Henry Clay, his eloquence on work that suits an Edison. Three-quarters of humanity labors with might and main at that for which it has but little taste, and even less ability. And then from out this mass of jarring elements, chaotic, idiotic, we look for order, integration, progress. We wonder at so many wrecks of human aspirations. More wonderful it is that there be aught but wrecks.

Now while above all things success requires fitness, there is another requisite, free individuality. No man has truly built who stamps not on his work some impress of himself. Can the world see the man in that which he has done? Then he has been a factor in the world's development. No imitator he; a truest builder. Yet few, alas, dare to assert their personality. Why, it were rankest heresy to question present standards. Aught that is unconventional?—It is preposterous. So many a man with some God-given inspiration stifles it in his soul, or else he molds it in a form conventional, and man and inspiration pass to oblivion. What an absurdity! Surely one has no less a right to his ideals than to

his features. Both are a part of him. And if one shall be called eccentric? Is it a shameful thing? Luther and Paul and Wesley were eccentric; Columbus and Galileo were eccentric; the greatest men in all the world, throughout all time, all were eccentric. And we may thank high heaven for their eccentricity.

But little avail fitness and personality, if there be not devotion to one's work. He whose main object for exertion is honor, or wealth, or fame—he handicaps himself in that for which he strives. To work for aught but for the work's own sake, that is to dwarf one's highest possibilities. For no man can forever veer to catch the public favor, and still do justice to the work he has in hand. Search the achievements of the brightest minds. Were they attained by mercenary toil? No, they were wrought by love of excellence, a generous ambition to elevate the calling. Thus it has ever been; thus it will ever be. He who would lift his work, thinks not to lift himself.

Πῶς στῶ: Where may I stand? To one on life's broad portal, a momentous question. Its answer is the key to all the future. And there are few who answer it aright. Where may I stand? First, stand on thy fitness. No man can well afford to war with nature. Next, stand on thy personality. Mankind needs not an imitator. Last, stand on devotion to thy work. Perfection is attained no other way. Truly thou hast a good, broad place to stand. Take, then, thy place; and thou shalt "move the world."

JOHN TYNDALL.

By H. M. Cook, '94.

THE state of scientific knowledge, and especially its popular diffusion, would have been far different if John Tyndall had not lived. Born in Ireland, in humble circumstances, without the advantages of scholastic training, he had arrived at his twenty-eighth year before he began systematic investigation in those branches upon which he was destined to throw much light. After a year spent in teaching physics in England, we find him successively pursuing his studies in the laboratory of Bunsen in Germany, in the laboratory of the Royal Institution at London, where he was professor and afterwards superintendent, and among the Alps, where he made those incomparable investigations into the nature and phenomena of glaciers. His contributions to light, sound, heat, and electricity are known to all through his popular works on these subjects. He was one of the pioneers in the long series of tentative efforts and experiments which culminated in the shower of inventions which characterizes our generation. Such, briefly and imperfectly stated, are his contributions to science. That they alone would entitle him to recognition is evident. But it is not on these that his fame chiefly rests; for there are other investigators equally worthy whose names are not on the popular tongue. He combined with his scientific knowledge the faculty of exposition. By his forensic power and clearness of statement, he converted the dry data of science into a form intelligible and attractive to the

masses. He is best known through his addresses and published works, and he has been called the orator of the new school of scientists. His personality and eloquence won popular allegiance to the new truths he enunciated. He anticipated university extension by many years; and no teacher has ever carried it to so great success or has had so large an audience.

What were his qualifications for his work? His Irish birth gave him the enthusiasm and keenness of perception which characterized him in his researches, and the gift of golden speech with which he was able to impart his knowledge to others. Sprung from the masses, he was not so far removed from them that he did not recognize the boundaries of the knowledge of the average intellect, and he did not talk to a popular audience in the learned language of the university. He was something more than a physicist. He not only discerned the composition of light and color, but he saw the working of the human mind, and he felt the beating of the human heart. He was a sort of connecting link between the scholar and the world. With one hand he touched the hidden secrets of nature; with the other he touched the springs of human life and activity. He was, according to his intimate friend Spencer, endowed with the constructive imagination which "bodies forth the forms of things unknown." By this, which Mr. Tyndall himself called "the scientific use of the imagination," he was assisted in forming hypotheses concerning physical processes and relations

and in devising means whereby these could be worked out and established.

He thus combined the hardest of practical sense with a vivid imagination; patient industry with fervid zeal; technical knowledge with the faculty of simple statement; a capacity for laborious investigation with florid eloquence.

Tyndall as the most popular expounder of the new doctrine of evolution, met with considerable opposition for what were called his materialistic views. He does seem in some of his addresses to give color to the belief that, engaged in the study of the physical world, he had a disposition to view things from the standpoint of the physicist. But Mr. Spencer says that he had the belief that the "known is surrounded by the unknown," and that he was much more conscious than physicists usually are of the limitations of their science.

The American public has listened to his addresses and American learning has been advanced by his generosity. He was appreciative of the claims of others and quick to recognize their achievements. He was just in bestowing credit, and took a kindly interest in assisting the young applicant for distinction. Simple in his tastes, his domestic life was very beautiful. He said of his wife, "She has raised my ideal of the possibilities of human nature." In 1883 he resigned his offices in the Royal Institution and built himself a home in the country. While health and strength permitted he made annual excursions to the Alps and kept up his researches into those

phenomena which are indissolubly connected with his name. His days were visibly shortened by devotion to his work, for which he spared no risks and from which he withheld no time in his long life. Fortitude in working against the protests of his body, personal courage in pursuing perilous explorations, moral courage in proclaiming the truth as he saw it, were all exhibited by him. He invaded the unknown realms of the constitution and phenomena of matter. He combated the powers of ignorance. He was in the van of that army which is still engaged in subjugating the forces of nature to do the will of man. Surely, "peace has its conquerors no less than war."

DOUGHT WE TO HAVE A NATIONAL PUBLIC SCHOOL SYSTEM?

BY E. J. HATCH.

THE past four centuries may fitly be considered as the school-day period of America, and the recent great exhibition at Chicago as the triumphant celebration of her commencement. That the next half century will bring greater developments than all the time since Columbus, is conceded by all. We are just at the dawn of America's glory. Everywhere we see old forms discarded and new and better ones adopted. Our country's progress in educational matters has kept pace with her advance in science and art. Two centuries ago Harvard University, the mother of American education, was little better than the schools at many of our country cross-roads. One century ago her course was so meagre that

the attainments of a graduate would not now secure admission to her Freshman class. The extent of her literary course was the reading of Cicero, Virgil, and the Greek Testament. Surely, "tall oaks do grow from very small acorns." Yet, wonderful as has been the improvement in our educational facilities, it has been effected under the obsolete and abolished principle of "State's Rights." In large sections of the country, every state, every town, yes, every neighborhood, has, in conducting its schools, been a law unto itself. Hence the enterprising citizens have abandoned those places where ignorance and antiquated methods bear sway, and, in the interest of their children, have sought more enlightened and progressive communities.

It is well known that the educational advantages of some places are greatly superior to those of others. It is also as well known that we have a large migratory population. Many are obliged to follow the fluctuations of their respective trades. Now, if a uniform course of instruction was adopted throughout our country, a parent could change his residence, without loss to his children. To illustrate the working of the present system, or, perhaps, the lack of system, let us suppose that a certain village or city has book-keeping in the High School course in the second year, and that, for those fitting for college, it is not required, while another village or city prescribes the study of book-keeping during the last year's course of the Grammar School. Now a pupil going from the former to the latter place, although a member of the High School,

must first attend the Grammar School in order to complete the study of book-keeping. Is it not evident that such a degradation in position must discourage pupils? Many prefer to go into some business or trade rather than thus "to be set back," as it is termed. Some, however, enter the lower grade and complete the book-keeping. Since their other studies are a review, they find it unnecessary to make any special effort in order to perform the daily work, and, consequently, fall into lazy, shiftless ways from which they never recover. Thus, a brilliant student may become a lazy good-for-naught, a trial to his teachers and a disgrace to his parents. Could he have gone on with his education in higher studies, acquiring new knowledge and new ideas, undoubtedly he would have maintained his interest and continued a brilliant pupil; a joy to his teachers, a credit to his anxious parents, and a source of untold benefit to the world.

It is no unusual thing for the transfer of a pupil to the schools of a neighboring city to cause the loss of an entire year. Not because the course in the one city is better than that in the other, but simply because there is a difference in the order of the studies in the two courses. Is it right for cities, separated only by a river, to have their courses of study so arranged that a pupil must waste a year of his life because his father is obliged to change his residence from one to the other? It may be objected to a national system that branches desirable in one section are useless in another. Is this really an objection? Every American citizen

must concede that the first and greatest necessity is to be able to read, the next to write, the third to be able to perform the elementary processes of arithmetic, coming exactly to "the three R's" of our grandfathers. Now why can we not go on determining the order in which studies shall be pursued until we establish uniformity in the work of the Primary and even of the Grammar grades? From this point we may safely conclude that a pupil can decide what course of study he wishes to pursue. Therefore, the path of knowledge may now divide into various ways, as in most High Schools.

If a National System would be practicable up to this point, why could it not be carried still farther to a national supervision of our higher institutions, the colleges and universities? Of course, as the path of knowledge divided, after passing the Grammar School, so must it further be subdivided until its branches shall traverse the entire field of knowledge, thus allowing each student to pursue the courses best suited to his tastes and powers.

The function of the National System, under this arrangement, would simply be to decide the order in which the various branches should be studied in the higher institutions as well as the lower, and also to award the honors. A few prescribed studies, along well-considered lines, and a certain number of others, selected from a given list, should entitle the student to a certain degree. Thus provision should be made for meritorious research in the various departments of learning, and no one

should have a title of honor unless it had been fairly earned.

To-day, titles in America are almost worthless, simply from the fact that they can be obtained by anybody without regard to attainments. We have institutions conferring the title *Artium Baccalaureus* for only three years' actual work, this to be followed, three years later, merely on the condition that the recipient has maintained a good character, with the honor of *Artium Magister*. Thus it goes. One university confers the title of LL.D. upon every governor of the state in which the institution is located. It matters not whether his sense of law is anything more than a due sense of justice, he becomes a conspicuous LL.D.

Degrees have been given so lavishly on the one hand, and assumed to such a degree on the other, that when you hear a doctor mentioned, you cannot tell whether he is a divine, or a distributor of quinine and salts, or one of those functionaries who, by some hook or crook, has learned to compound a little blood-root, a little wintergreen and a few other ingredients with some poor whiskey, labelling the mixture "Dr. So-and-So's Wonderful Sarsaparilla, a sure cure for all the ills that flesh is heir to."

If it can be made a crime for a man who never served in the late war, to wear a badge of the G. A. R., why not make it a felony for a man to assume honors that he has never earned? After a student has won his A.B., require of him a certain amount of work before he can obtain an A.M.

In like manner, for every degree, let every honor indicate work actually performed and knowledge actually possessed.

Another possible objection to a National System might be the additional officers that it would require. But this, like the other, is not an important objection. We already have a commissioner of education, and every state has its superintendent of schools or its board of education. Now let the commissioner of education be the president of the national board, and the superintendent of each state, or

a delegate from each state board, form the national board. Give them the power to determine the courses of study, and to prescribe the order in which each branch shall be studied; and, lastly, to determine what honorary title one should have for completing a certain course, grading the honors in proportion to the amount of work actually accomplished. Then, titles of honor would have a value that would be recognized throughout the world, and our people would be stimulated to pursue the higher courses of learning.

Poets' Corner.

[Contributions are solicited for this department.]

THE ROSE QUARTZ.

Deep in a tangled hedge
A wild rose bloomed, and sighed that none
might see
The perfect beauty of her blushing face.
Unheeded, at her feet, a bit of quartz
Lay silently, its broken edges rough
And jagged, and its face deep seamed with
scars
In some upheaval conflict won, when earth
Was young; but its clear heart of crystal
clove
Unto the rose.

The rose nor knew nor cared.
The crystal looked upon the heedless rose
With that unselfish love which is content
To give, expecting no return. Its heart
Grew warm. A pink tinge dawned upon its
scarred face,
A faint reflection from the blushing cheeks
Of her it loved. The color deepened day
By day, and it was glad to mirror forth
Her beauty.

The wild rose lived out her brief life, and died,
And never knew that her fair face had brought
Beauty and love and joy and grief
Into another's life.

The steadfast rock, by love transfigured, still
Lived on in silence as before—the same,
Yet not the same, wearing its rose-bloom
With a smile, in tender memory of the dead,
And took unto itself her name, that else
Had been forgotten.

O mystery of life in death, of joy
In grief! O wondrous power of love!
The rose quartz holds within its crystal heart
The history of the world.

—N. G. B., '91

TRANSLATION FROM SOPHOCLES.

(*Edipus at Colonus*, lines 668-693.)

Stranger, to white Colonus' heights,
The goodly seat of noble knights,
Thou hast thy journey made.
Here trills the clear-voiced nightingale
Abounding down the grassy dale
Beneath the woodland shade.
The wine-dark ivy is her home,
And the untrodden leafy dome,
This fruitful grove divine,
Alike from storms and sunshine free,
Where, with the fostering nymphs, for aye
Roams Bacchus flushed with wine.

And by the spray of heaven fed
 Fair daffodil with clustered head
 Blooms ever with the day:
 Of mighty goddesses the crown
 From eld. And crocus sparkles yon
 With gleam of golden ray.
 Nor do Cephisus' fountains wane,
 That sleepless wander o'er the plain
 As from their banks they stray;
 But ever through the fields they go,
 Enriching with their limpid flow
 The prairie's rolling fold.
 Nor has the Muses' choral band,
 Nor Aphrodite, loathed this land,
 Driving with rein of gold.

—R., '95.

PROFILE LAKE.

(In Franconia Notch, N. H.)

A crystal lakelet nestles in the pass
 'Twixt Lafayette and Cannon's flinty wall,
 Whence looks the Face of Stone o'er all
 The valley, once the realm of Chepewass;
 The granite peaks raise o'er it their dark
 mass,
 And, mirrored on its bosom, spruces tall
 Impale the drifting clouds, while purpling
 fall

The sunset hues upon the sheet of glass.
 Translucent wavelets lap the shining sand,
 And liquid music floats amid the trees,
 Which at the marge seem bending from the
 land
 To kiss the lake, slow swaying in the breeze,
 And Echo answers back with purest tone
 The sylvan music from her caves of stone.

—X. Y. ZOSIMOS, '95.

MONEY.

Money is a bird,
 Teach it how to fly;
 Send it out into the world,
 Send it up on high,
 Then it will come flying back,
 All your virtues singing;
 And I doubt not, many pearls
 For your crown be bringing.

Do not cage the bird,
 Surely as you do
 It will toss itself about
 Till it forces through;
 Then it never will return,
 Though for it you die;
 Do not cage your bird of wealth,
 Teach it how to fly.

—W. T., '96.

College News and Interests.

LOCALS.

Tests will soon be upon us.

Robertson, '95, will work at Old Orchard this summer.

Latin School closed March 9th, for a vacation of two weeks.

Pierce, '94, who has been teaching at Wells, returned recently.

E. I. Hanscom, '96, has finished his school and returned to college.

Hamilton, '95, returned a short time ago from teaching at Chebeague.

It is hoped the warm weather will thaw out some of the cold feelings.

How many captains can we have?
 Not more than ten at any one time.

F. E. Perkins, '94, recently joined his class after an absence of nearly two terms.

Campbell, '95, who has been teaching at Ashby, Mass., joined his class recently.

'Ninety-five welcomes Misses Williams and Willard on their return from teaching.

Field, '94, who has been teaching a short term of school in Phillips, has rejoined his class.

For a good sound Keeley cure, go to Deering (Portland), Maine.

Kavanaugh, '96, has been very sick with a severe attack of bronchitis, combined with "la grippe."

Who thought the electric-light post was walking with a young lady the night of the state reception?

Wright, '97, is slowly recovering from typhoid fever, which has confined him to the hospital almost all the term.

We welcome to our number F. H. Purinton, formerly of Colby. Mr. Purinton has joined the Sophomore class.

The boys are putting in some good work practicing for a little exhibition in the Gym. towards the end of the term.

Cook, Miss Leslie, L. J. Brackett, of the Senior class, served as committee of award for the Latin School prize essays.

The librarian announces that the magazines have been catalogued, and that the list may be found near the Poole's index.

Prof. Angell gave a reception to the Senior class, at his residence, Monday evening, March 5th. A pleasant evening was enjoyed.

Springer, '95, has been elected Treasurer of the Athletic Association, that office being left vacant by the absence of F. A. Knapp.

Polymnian Society recently held a historical meeting, at the close of which Professor Brown favored the society with several selections.

At the meeting of the Eurosophian Society, Friday evening, March 9th, Dr. J. F. Hilton gave a very interesting and practical talk on emergencies.

On Friday evening, March 2d, Professor Brown read before the Eurosophian Society. His selections were much enjoyed by the large audience present.

Rev. E. B. Stiles, Young People's Missionary to India, recently gave a very interesting talk on his work in that country before the college Y. M., and Y. W. C. A.

The Day of Prayer for Colleges, which came on February 22d, this year, was observed in the usual manner. Dr. Penney, of Auburn, delivered a sermon in the afternoon at the chapel.

Friday evening, February 23d, was observed by the Eurosophian Society as "Ladies' Night." A very enjoyable programme, with some novel features, was furnished by the young ladies.

On Monday evening, March 12th, the young ladies of '95 received the gentlemen and former members of the class in the library. An exceedingly pleasant evening was passed by all.

Miss Foster, '95, at the present writing, is confined to her room with an abscess in her throat. She is improving, however, and hopes to be able to return to her home in a few days, as the doctors forbid her to study any more this term.

The March number of *The Treasury of Religious Thought* contains an able and interesting sermon by Prof. J. A. Howe, on "The Way Out of Doubt." It also contains a short biographical sketch of Prof. Howe, and the frontispiece presents his likeness.

On Wednesday evening, March 7th, Mayor J. P. Baxter, of Portland, deliv-

ered a lecture in the chapel, on "An Interesting Problem in History." The lecture related to the mysterious disappearance of the Roanoke Colony, and was an interesting and scholarly production.

President B. L. Whitman, of Colby University, addressed a mass-meeting of the Y. M. C. A., in City Hall, Sunday afternoon, February 25th. His subject was "The Spirit for To-day," and a large number of our students listened to his able discourse.

Prize declamations by the Middle Class of the Latin School occurred Friday evening, March 9th. The first prize was awarded to Miss Rose Mitchell, and the second to Mr. E. B. Foster. W. B. Skelton, Esq., F. A. Morey, Esq., and Rev. E. O. Thayer, were the committee of award.

On the evening of March 1st, Hon. John J. Ingalls, ex-Senator from Kansas, lectured in City Hall. His subject was "American Politics and Politicians." Over fifty of the students attended, and found the lecture very interesting. It was especially enjoyed by the students of Political Economy.

The Sophomore debates, which were not delivered last fall term, on account of the suspension of the class, have recently been read before a committee, and the following chosen to participate in the champion debate in June: Misses Bonney, Dolley, Mason, Miller, Prescott, and Messrs. Boothby, Cutts, Howard, Thomas, Thompson.

The following members of the Senior Class have been selected to take part in the annual exhibition at the Main

Street Church: L. J. Brackett, Cook, Field, Miss Gerrish, Harris, Hoag, Miss Leslie, Marsh, Page, Pierce, Thompson, Woodman. The parts were read before Rev. C. S. Patton, F. A. Morey, Esq., and Mr. Ridley.

It gives the STUDENT great pleasure to announce to the alumni and friends of the college that the long and exhaustive base-ball war has been amicably ended by the choice of Pulsifer, '95, as captain. Unanimity of mind and purpose is restored, and we may expect Bates to take this season her usual high position in the sport. Ferson, of the Lewistons, has been engaged as coach.

The March number of the *Homiletic Review* contains a very practical article on "Changing Pastorates," by Professor Anthony. The *Farmington Chronicle* is publishing an address delivered by him before the Ministerial Association of Franklin County on "The Problem of the Country Church"; also his sermon at the ordination of Rev. E. C. Hayes, in Augusta, February 20th, was highly spoken of by the *Kennebec Journal*.

A new feature has been introduced into the college work of this term. Professor Francis Joseph Brown, President of the Toronto College of Oratory, has been engaged to give systematic instruction in Elocution to all the classes. Prof. Brown has begun his work with a series of exceedingly interesting and profitable lectures. Besides their class work, the Sophomores have individual drill on their prize declamations.

The funeral of Miss Beulah Jordan, oldest daughter of Professor Jordan, occurred on the afternoon of February 7th. Several of the students attended, and a floral tribute was presented by the Senior class, and also by the three lower classes, as a token of the general heartfelt sympathy which the students extend to Professor Jordan in his bereavement.

The reception by the students, which has been in preparation for some time, occurred in the gymnasium, Saturday evening, March 3d. Two representatives from each class acted as receivers, and the reception and presentations were most pleasantly conducted. Calahan's orchestra rendered a choice programme at the opening, and furnished excellent music for the following programme :

Welcome to Our First ('94).
 Figure Eight ('95).
 Conversation—"O Tempora! O Mores"!
 Tableaux—The Golden Gate.
 Japanese Tucker.
 Post-Bellum ('96).
 "As You Like It."
 Emoh uoy ees I yam ('97).

Committee of Arrangments, Brackett, '94; Miss Wheeler, '95; Bolster, '95; Miss Brown, '96; Miss Mason, '96.

The annual meeting of the Maine Intercollegiate Tennis Association was held at Hotel Atwood, Lewiston, March 3d. The following officers were elected for the ensuing year: President, Pettigrew, of Bates; Vice-President, Roberts, of Bowdoin; Secretary, Gibbs, of M. S. C.; Treasurer, President of Colby Tennis Association. It was voted

to hold the annual tourney at Portland, beginning June 6th. Owing to the additional expense to which M. S. C. is put in being so far distant from the place of the tournament, it seemed to the representatives no more than fair that the expenses of four men from each college should be pooled and divided equally among the colleges, any college sending more than that number doing so on its own responsibility. This will slightly increase Bates' expenses. The fact that it is possible for Bowdoin, by winning this year, to retain two of the cups, should inspire the other colleges to vigorous exertions, and an exciting tourney is anticipated.

The decision of the referee in the base-ball difficulty was, as the majority of those acquainted with the circumstances of the case anticipated, that neither of the claimants to the position of captain had been regularly elected. The first meeting, at which Mr. Brackett claimed to have been elected, was set aside upon the grounds that the date for the election had been already clearly fixed, that there was insufficient notice of the new meeting, and that Pennell had no right to call such a meeting. The meeting at which the legal election of Mr. Wakefield was claimed to have taken place, was declared irregular for the following reasons: That the men who refused to play the alumni game, did not by that act forfeit their membership on the team; that while Capt. Hoffman had the power to remove them from the field, he did not have the power to

remove them from the team; that the men taken by Capt. Hoffman to fill the vacancies, by playing this one game, could not claim membership to the team; that, therefore, at this meeting there was not a quorum of the regular

team to transact business. The decision of Mr. Harris is exhaustive, showing minute investigation and absolute impartiality. The Athletic Association owes him many thanks for the time and trouble which he has freely given.

Alumni Department.

COLLEGE ORATORY.

POETA nascitur; orator fit. And a very poor fit it is. The small boy in his father's hat and boots. David in Saul's armor.

But David was genuine. He said to Saul, "I cannot go in these, I have not proved them." So he put off Saul's armor, and took the smooth stones and the sling that he had proved. The boy of our day puts off Webster's defence of the Constitution in which he is expected to appear before the professor in the class-room; while in the debating society he proves his sling with the smooth stones of less imposing, undergraduate thought.

Can any means be less suited to its end than this two-declamations-a-term fossil? A boy at the age of awkwardness, standing up for a tableau before irreverent classmates and bored professor, mumbling and stumbling through the big words and long sentences with which a great orator is supposed to have expressed his great thought on a great issue. The boy has not the knowledge of history necessary to an understanding of that great issue; he has not the literary taste and breadth of view necessary to an appreciation

of that great thought; those long sentences and big words are to him somewhat less strange than a new page of Latin.

If the professor is ambitious or tender-conscienced, he winds up the striking-weight also. He tells the boy where to put in the gestures, and how to curve them. David must brandish Saul's sword. Now if David can remember to hit with his gesture pretty near the same big word that he hits so hard with his emphasis, Goliath 'd better run.

Orator fit. Thus!

Scarcely less absurd is the two-essays-a-term fossil.

A subject too broad, or too narrow, or too large, or too simple, or too technical; on which the student is to spin out or warm over the leavings in his mind of artificial sermons and insincere editorials and thin anecdotes. The preparation for this essay consists in dreading it and putting it off till the last Saturday afternoon. This vague, borrowed thought, expressed in the required number of words, is passed in; and the unhappy teacher of English must read it through and mark the misspelled words and mismated subjects and predicates, and must try to untan-

gle the labyrinthine expression of a clouded thought—or shall we say of a thoughtless cloud?

That essay writing is less distasteful to the upper-class student may be reasonably ascribed to the fact that he is expected to get some little information before he begins to write, and may have separate conference with the professor.

Thinkers are made. Thus!

Why are individual assistance and reading impossible to lower-class men and in the Latin School? Want of time. Want of time in the Latin School, because the Latin School is expected to give a four-years fit in three years, a hard task for a teacher of even Professor Frisbee's ability. Want of time in college, because so many students come to college poorly fitted. Freshmen know so little Latin grammar! They know so little Greek grammar! God SYNTAX owns the student for about five years of the seven he spends here. God Syntax begins him in Latin grammar; and, as a previous knowledge of English grammar is supposed necessary, an hour or two a week must be given to reviewing work supposed to have been done in the Grammar School. God Syntax begins him in Greek grammar in his second year. And so God Syntax grammars him grammar in Greek and Latin till his fifth and sixth years, when French and German are added. At the end of his sixth year God Syntax grants him his majority. The young man is sufficiently grammared.

And what is his literary condition at the moment he thus comes of age? He

can read German—with a lexicon. He can read French—with a lexicon. He can read Greek and Latin with a lexicon—perhaps.

And does he read them? No. To him those languages are puzzle-work. But didn't he get a taste of the great literatures expressed in those languages? No. He didn't discover that it was literature that he was studying. To him it was a skilfully strung string of words amid which God Syntax had artfully hidden optatives and ablatives, by the discovery of which men are to work out their intellectual salvation.

Five years of a young man's growth given to what? To literary pettifogery! We call it a liberal education. What do we mean by that word "liberal?" Don't we mean something broader, deeper, higher, than a common school can give? Don't we mean getting a little nearer to the heart of things, understanding better the to-day in which we live, feeling our place and duty therein? Such liberal education cannot be given by syntax. For syntax is illiberal. It is narrow, petty. It is fit for the little police-court lawyer. It is worthy of Pascal's Jesuits. It is the letter, that killeth.

As illiberal as the false study of syntax is the false recitation method,—not limited to language recitation. In the text-book and in the professor's memory is condensed all the information that is supposed to be necessary to the understanding of the particular subject. In that text-book the subject is cut up like a perfect dead thing, and is distributed and proportioned in suitable morsels to be lifted into the student's

memory. The student is to merely go over the same worn path that so many have traveled before him. He is assigned so many pages a day. An hour is taken for recitation. Student after student stands up and lifts out of his memory, for the professor's inspection, bit after bit of the daily portion. One student lifts out his bit in the exact form in which he lifted it in. Another student, not inferior in ability, presents his bit in meaningless fragments. All undigested. Memory gymnastic. Sadly like recitation in the district school, where history and physiology are learned word for word. It should be called training in forgetfulness rather than training in memory, for the trick is to hold the stuff till it has been recited, and then forget it.

Here is no training of the judgment.

Here is no room for originality.

It has been well said that what a man knows is what he has learned for himself. But Tyrant Text-Book forces the knowledge, all learned, upon the unchoosing student. Tyrant Text-Book is domineering. He is dogmatic, narrow, petty, unliterary, misleading.

Down with Tyrant Text-Book!

Who, then, shall be our master? God, and his inspired shall be our teachers. God's prophets, the great teachers, the world's thinkers, the great of all the ages. Be these our leaders. Down with Tyrant Text-Book!

And what shall our professors teach? Reading. Teach the student to read. He who has learned to read has a liberal education. Every book is his servant, whether it is a mere story or a great poem; whether it is composed in

the terms of abstract philosophy, or in the technical nomenclature of an elaborate science; whether in mathematical formulæ, or in chemical symbols; whether in English, or in any of half a dozen other languages.

The student must get his mastery of books not by memorizing text-books of science and learning paradigms and rules of syntax; but by practice. He must learn to read by much reading.

Throw away the text-books. Throw away the grammars.

Read. Read. Read.

Give me as good teachers of reading as Professor Stanton and Professor Frisbee are in the present method of teaching Latin and Greek, and I will agree that the Bates Senior shall read, not only Latin and Greek, but French, German, Italian, and Spanish, as easily, pleasantly, and profitably, as he now reads Shakespeare, Tennyson, Burke, and Carlyle.

Europe compels millions of men to stand idle with guns in their hands. America wastes her wealth in false and corrupt finance. Europe faints with the burden of her armor. America careers and plunges in her rich blind liberty. That blind liberty, who shall enlighten it? Who shall show America her opportunity? Who shall lead America to her duty? Who, if not the man of liberal education? Who, if not the Bates graduate?

And how can he? How can he, in this childish, mystical business of sorting and labeling the dead members of dead languages, fit himself to deal with the living, throbbing problems of new America's new age? How can he do

this duty, but by throwing away the deadness of the dead language and drinking the inspiring nectar of the undying literature? Close forever the charnel-houses, Harkness and Hadley. Open, and keep open forever, immortal Homer, Sophocles, Plato, Demosthenes.

Unquestioning obedience is the lesson for the young man of military Europe. For the young man of self-governing America the lesson is responsible liberty. Liberty with responsibility is the lesson Bates College should teach. Say you Bates is a Christian college? Christianity presupposes liberty. You can not be Christian by command. It is only by choosing to serve your fellow-men when you may choose selfish gratification, that you can be Christian.

The lesson of liberty the student should begin on his first day in the Latin School. He should choose then what he will study, and he should choose again as often as he will; always taking upon himself the responsibility inseparable from that choice. The only task imposed upon the student should be self-imposed; it should be the task his judgment sets, and should be modified as his judgment becomes more accurate.

Whatever his choice, his work should be to read and to think. Think and read. Read what? Read the great thoughts of the great thinkers, the great deeds of the great doers. Literature and history.

And the recitation method, what shall take the place of that? Conference. Replace the demoralizing recitation by

a conversation between men who have somewhat to say to each other, and among whom the professor is only an elder brother learning with them. The professor should be the most eager student of them all, giving and receiving information and inspiration.

And while getting help from the great minds who have gone before, the persistent lesson should be that to-day's thinking must be done to-day, by us, here, now.

Now to read the masters not one word of grammar is necessary. Begin to read at once. The best translations may be useful; the professor can help over the blind passages. But in the main we must learn to read every language as we learn to read English—by reading. Teacher and class should read together the *Odyssey*, as we read together the latest story in the *Century Magazine*. Plato should be read as we read Emerson—a few pages at a time, and for inspiration.

In the years now given to syntax the best of nineteenth-century literature could be read,—English, French, German, Scandinavian.

What shall the essay work be under such influences? If we live daily with the great thinkers, shall we not think greatly with them? The boy brought up among cultivated people speaks good English unconsciously. What then may not the boy write, who has been brought up in the company of Homer and Hugo and Thackeray?

The essay work should be wholly voluntary. Every article written should be written for the *STUDENT*. The editor of the *STUDENT*, like other editors,

should select the most available material offered. The contributor to the *STUDENT*, like contributors to other publications, must learn to present his thought in such space and in such style that the editor will find it available. And think you not the student will be able to contribute something available who has read Plato's Republic, and Montesquieu and Burke, and Tocqueville and Bryce, and what Howells said the other day about plutocracy?

College oratory, what will the reading method make it? It will make it the speech the student is eager to speak. He who has read Webster, Burke, Cicero, Demosthenes, will not make himself ridiculous spouting a random page from their great speeches. They spoke their own thought on the great issues of their own day; and, inspired by them, the student will speak his own thought on the great issues of his own day.

Every speech should be spoken before an audience. Instruction in speaking should be assistance in the preparation of a particular speech for a particular occasion. That assistance should be assistance in composition and assistance in delivery. There should be no more of it than the student asks for. He speaks because he has a thought he is aching to express; that he may express that thought most effectively, he should ask such assistance as he feels the need of.

Prizes? Prizes are un-Christian. Abolish them. Let the student's only prize be, like Paul's, his high calling.

Debates should give place to discussions. The student should not allow

himself to be pledged to any side of any question. For of all people in the world the student should be the disinterested truth-seeker. Demosthenes, the greatest of all the orators, ascribed his advantage to two things: good fortune, which is in the hands of the gods; and disinterestedness.

Of the high importance of college oratory, of the place in it of rhetoric and elocution and logic, what should be done in criticism and suggestion,—will you give space in a later *STUDENT* for the discussion of these topics by a

HERETIC?

PERSONALS.

'67.—Prof. J. H. Rand has been elected a member of the New York Mathematical Society.

'67.—Rev. George S. Ricker has resigned his pastorate of the First Congregational church, Cheyenne, Wyoming, and has been called to Watertown, S. D.

'70.—Prof. L. G. Jordan's oldest daughter died March 6th.

'71.—G. P. Smith, M.D., has a practice in Westbrook, Me., scarcely surpassed in the state. His professional duties have recently kept him from his home twenty-eight nights in succession.

'74.—F. B. Stanford has, in the *Sunday-School Times* of February 10th, an ingenious story entitled "A Week in Paradise."

'74.—F. L. Noble has been elected mayor of Lewiston, Me.

'77.—H. W. Oakes, Esq., conducted fifteen prosecutions at the last session of the Supreme Court in Auburn.

'77.—O. B. Clayson has been elected mayor of Gardiner, Me.

'77.—C. V. Emerson, Esq., clerk of the Lewiston Municipal Court, was married February 14th, to Mrs. M. A. Clark by Rev. S. A. Blaisdell.

'78.—Rev. F. D. George, who resigned the pastorate of the Mount Vernon Street Free Baptist Church, Lowell, Mass., has accepted a call to the Free Baptist church, Gardiner, Me.

'80.—Rev. and Mrs. F. L. Hayes, of Minneapolis, Minn., have a son, born January 9th (Francis Walker).

'80.—There appeared, last month, in the *Morning Star*, an address delivered before the Maine Free Baptist State Association at Saco, by Prof. I. F. Frisbee, of the Latin School. In this address he vividly sets forth the advantages and mission of his school, and strenuously calls to its patronage those to whom it is a duty. It is evident, from his article, that he believes in teaching as a profession, and that he is among the few teachers who are applying the higher principles in their work.

'82.—Among the papers presented at the Maine Historical Society, Portland, in January, were some valuable historical documents recently found by Rev. John C. Perkins in the tower of the First Parish Church. These were not merely church records, but contained tax lists, a list of the vessels owned in Falmouth in 1774, and memoranda of Quakers exempt from church taxation. One queer custom of our ancestors, there mentioned, was that of presenting to each payer of a poll tax, in which women were included, a

psalm book, the particular edition not mentioned.

'83.—J. L. Reade is reading law in the office of Newell & Skelton.

'85.—C. A. Scott, proprietor of the Bridge Teachers' Agency, 110 Tremont Street, Boston, has issued a manual showing the nature and extent of his prosperous business.

'85.—Rev. E. B. Stiles gave, last month, a valuable course of lectures before the students of Cobb Divinity School.

'87.—H. E. Cushman will return from a two years' absence in Europe near the middle of April.

'87.—E. C. Hayes was installed as pastor of the Augusta Free Baptist church February 20th.

'88.—Grace Pinkham, of the High School, Gardiner, Me., is contributing to the *Morning Star* articles reviewing the life of the Old World in 1893-94.

'90.—Eli Edgecomb, principal of South Paris Academy, was chosen president of the Oxford County Teachers' Association at their last meeting.

'90.—H. V. Neal is giving instruction in the new Radcliffe College, Cambridge, Mass.

'91.—Miss Katherine H. Merrill, who has been an assistant in the Pittsfield, N. H., High School, has been obliged to resign on account of ill-health, and is now at her home in Auburn.

'91.—Miss Mabel Merrill is residing in Auburn, where she is engaged in literary work.

'91.—Miss Florence L. Larrabee, of Auburn, assistant teacher in the Edward Little High School, has resigned,

her resignation to take effect at the end of the present term. She has been a very efficient teacher, and her retirement will be regretted by those interested in the school.

'91.—Miss Edna Merrill is an assistant in the Fort Fairfield High School.

'91.—W. B. Watson is engaged in journalistic work in Auburn.

'91.—F. W. Larrabee has given up the study of law, and is pursuing his studies in the Dartmouth Medical School.

'91.—F. S. Libby is principal of the High School at Camden, Me.

'91.—Rev. and Mrs. W. L. Nickerson (*née* Gertrude Littlefield) are in Dover, Me., where Mr. Nickerson is pastor of the Free Baptist church.

'91.—Miss Alice Beal, who is spending the winter in Redlands, Col., is still improving in health.

'91.—Miss Grace Bray is teaching Greek in Bridgton Academy.

'91.—F. J. Chase is practicing law in Kansas City, Mo.

'91.—H. J. Chase is professor of chemistry in a college at Northfield, Minn.

'91.—Mrs. Stella Chipman Johnson is at her home on Drummond Court, Auburn.

'91.—F. E. Emrich is having marked success as principal of the High School at Harvard, Mass.

'91.—Mr. and Mrs. N. G. Howard are located at Northboro, Mass., where Mr. H. is engaged as principal of the High School.

'93.—E. L. Haynes is compelled, by ill-health, to seek rest from his duties as superintendent of the Good Will Farm School at Fairfield, Me.

'93.—John Sturgis is in attendance upon lectures at the Maine Medical School, Brunswick.

'93.—A. C. Yeaton is principal of Lebanon Academy, West Lebanon, Me.

College Exchanges.

FEVER since the BATES STUDENT came to our notice, we have thoroughly read the "Poet's Corner," but have never seen a readable sonnet in it, and much of its poetry has been below the standard of college verse. For the benefit of those who contribute to "Poet's Corner," we print several sonnets which we have taken from standard college papers. This does not give an idea of the kind of work college poets are doing; it simply shows what they are doing in the line

of sonnets. We have men at Bates who can do as well if they will devote time and thought to the subject. Considerable blank verse has been published in the STUDENT, but it has been because at the last moment before going to press, blank verse has been the only thing that could be obtained. We are not finding fault with our contributors. We only wish to show them, that to keep in the front rank of college magazines, and be recognized by the best publications, we

must raise our standard. The exchange editor is aware that "clippings" are not the things to fill this page with, but, for this once, we break our own rule and copy from the exchanges, duly acknowledging everything we borrow.

Of all exasperating things,
The one that doth most vex,
Is to see our sonnets quoted 'round,
And only signed "Ex." —*Ex.*

The following six lines we quote to show the kind of verse the *Nassau Lit.* publishes. It is from the "Song of the River," by M'Cready Sykes.

The cry of the infinite Ocean, the voice of the infinite Sea;
The song of the mighty Spirit, in a cadence soft and free,
Steadfast, forever unchanging, the tireless tides come and go;
No sound of joy nor of sorrow, in that measureless, rhythmical flow.
The night wind breathes gently, and presses a kiss on the lips of the deep,
And the stars sink drowsily downward when the ocean calls them to sleep.

Scorn not the Sonnet; Critic, you have frowned,
Mindless of its just honors. . . .
—*Wordsworth.*

SONNET.

Calmly, serenely gleam the stars to-night
Over the swaying city's sin-tossed streets;
Above, the eye enraptured gently greets
The lands of peace and love and dazzling light,
And life seems grand and pure and infinite;
And here below man's heart, earth-fettered,
beats,
Unsleeping through these star-lit hours, and meets
But sin and woe and shame the darken'd sight!
Yet, in those silent worlds may there not be
Souls that can look upon our distant star;
See not our world-worn hearts, upon
whose sight
Seen through the golden, dim immensity
Our earthly planet casts its rays afar,
One pure and shining spark of diamond
light? —*Yale Lit.*

The sweet, low lisp of the sunset's breath
Ripples the water in a silver strand,
Apollo reins awhile his chariot band
Ere the bright glory meets its daily death.
The woods bow down to what the ripple saith
That beats upon the broad, bare, barren sand,
Surging sweet sorrows of the night at hand,
Within whose arms the pale moon blossometh.
We stood together—from thy childish breast
I heard a sighing for the day now dead,
Within mine arms I felt thy body rest,
And saw the glow lie blessing round thy head;
As if the sun had also loved thee best,
And o'er thy face his latest beauty shed.
—*Harvard Monthly.*

AT THE FIRESIDE OF THE DAY.

The sunlit glory of the languid day
Drifts westward on its weary wings of light.
The low-hung clouds, in filmy gossamer dight,
Float slowly thitherward, death-pale and gray;
And, halting with the waning light, they lay
Their beauty 'bove a western mountain height,
The while the burning sun enkindles bright

Its sudden sunset fire of bloody spray.
Around the dying embers of the sun
The extinguishing and dewy darkness creeps.
The watery sickle moon, with glow o'errun,
Like some day spirit, blushing peeps.
Each shivering, naked star, one and one,
Wakes from the dreamy couch when day-light sleeps. —*Dartmouth Lit.*

O, Fate! unveil thy magic world to-night,
Unfold the future to my famished eyes,
Nor deem thy servant, asking, over-wise
For dreaming thou could'st free the coming light,
And bid it weirdly float before my sight,
Disclosing all the paths that for me rise
Among thy wooded slopes, 'neath misty skies,
Where unborn winds are swinging in their might.

I do not care how wild the tempests roar,
How dark the mountains I must stay among;
I only ask to know that distant shore
But for to-night, and hear the waves along

Thy dim rocks beat. Then I will ask—no
more;—

But join with joy the moving present throng.
—From the *University Cynic*.

ALONE.

The radiant day of gladness slowly fades.
An echo soft flits back, faint glimmers crown
The rising dust, and then the dark steals
down,—

The old, dead, sober dark that stills and
shades.

Search not, the light has fled within the
glades;

Nor court low echoes night and distance drown,
Alone and hid beneath the falling frown,—
So darkening mood its solitude upbraids.

Alone and hid—'tis then reflection wakes
And whispers to the mind her counsel wise,—
He has not heard the sweetest sound or known
The beauty of the sunlight when it breaks,
The pleasure that endures and satisfies,
Who has not learned the meaning of Alone.

—*Williams Literary Monthly*.

THE TRUE COSMOS.

Great joys and sorrows melt life's joy in tears,
And man dwells on 'midst seeming chaos
cold;

God's armies war 'midst furies uncon-
trolled,

Great nations totter, fall, and sink in years;
But o'er the storm a subtle form appears,

In beauteous light its substance doth un-
fold,

In hallowed tints it limns Old Time in
Gold

And blending surge in cosmos, God-life rears.
We need not seek the source from which
it starts,

Suffice to feel its spirit when unfurled—

"The pure and holy love of humble hearts
Doth ean the home, the nation, and the
world!"

This calm from God, through love, the life
imparts

Which smiles at death, and smiling, free,
departs.

—*A. D. C., in Brunonian*.

Intercollegiate.

Only twelve letters are needed in the
Hawaiian language.

Every northern state west of the
Alleghanies has a State University.
The University of Michigan has the
largest attendance of any of the State
Universities and is a part of the public
school system of the state.

There are about 12,000 students in
the scientific schools of this country.

The average age of students at Har-
vard is 22.7 years, and at Columbia,
21.5.

No college in all England publishes
a college paper. This is another illus-
tration of the superior energy of Amer-
ica, where about 200 colleges publish
periodic journals.

Egypt carries off the palm for a pop-
ular university. That located at Cairo,
founded in the year 973 of our era, has
an enrollment of 10,000.

The University of Pennsylvania has
an attendance of 2,223, thus ranking
third in size of the American universi-
ties, Harvard and Michigan surpass-
ing it.

A bill has been introduced in the
Massachusetts Legislature to prevent
the public exhibition of foot-ball by
prohibiting the charge of an admission
fee to games.

Bowdoin College will celebrate its
one hundredth anniversary next June.
She will soon have a \$150,000 science
building.

The Harvard Faculty has announced the names of seventy members of the Senior class for commencement parts. Twenty per cent. are members of athletic teams.

Attendance at gymnasium is required of all students at Brown University, and marks on faithfulness in attendance count as in any study in determining class standing.

Don't trust the girl athletic,
Nor the one who is æsthetic,
Nor the one who just "to pass away the time"
Will construct a ten-page essay
On the days of good Queen Bessie,
Or turn out a bushel-basketful of rhyme.

Shun the one who all she can,
Tries to be just like a man,
And indulges in a shirt and standing collar:
If with joy you'd be o'erladen,
Pin your trust upon the maiden
Whose features ornament the silver dollar.

—*The Wrinkle.*

President Gilman, of Johns Hopkins University, sums up a liberal education as the power of concentration, retention, expression, power of judgment, and distribution of power of arranging and classifying known facts.

The Faculty of Hillsdale College have promulgated an order that students who enter college single cannot get married during their course and remain in the college. Those already married are not debarred.

The University of Michigan recently received a bequest of \$5,000 for the endowment of the Bible chairs.

John D. Rockefeller has sent the University of Chicago \$50,000 in cash, to be immediately spent for books.

President Andrews, of Brown, declined the call to the chancellorship of Chicago University and head professorship of the department of philosophy, which meant a salary of \$10,000 a year and six months leave of absence.

Professor Henry Drummond has been called to the presidency of McGill University, Montreal, Canada.

Dartmouth College has lost the case against the town of Quincy, which has been pending in the courts, \$300,000 being involved in the case.

Brown and the University of Pennsylvania have arranged a series of baseball games for the next two years. Two games will be played in Providence this season and two in Philadelphia next year.

The Tufts College Glee Club has received the offer of an engagement in London for next summer.

Harvard is suffering from hard times. Owing to a deficit of \$25,000 in last year's accounts, two professors and four instructors will be dropped at the close of the collegiate year.

Magazine Notices.

The complete novel in the March number of *Lippincott's* is "A Desert Claim," by Mary E. Stickney. It is a charming tale of ranch life in Northern

Colorado. "The Inmate of the Dungeon," by W. C. Morrow, is a story of uncommon power. Joel Chandler Harris, in "The Late Mr. Watkins of

Georgia, His Relation to Oriental Folk-Lore," compares a curious legend of his own state with one of India. In "A Prophet of the New Womanhood," Annie Nathan Meyer considers Henrik Ibsen from an unfamiliar point of view.

The March *Century* has for an opening article, a sketch of life in "The Tuileries under the Second Empire," by Anna L. Bicknell, who was a governess in one of the court families. The article is accompanied by full-page portraits of the Prince Imperial, Napoleon III., and Eugenie, and an engraving of the head of the Empress, from Winterhalter's famous group. This article is worthy of special notice since, of late, a great interest has been shown in anything pertaining to Napoleon. The announcement of the book on Lourdes, by Zola, gives timeliness to "A Pilgrimage to Lourdes," by Stephen Bonsal—a graphic record of individual experience at this famous shrine. Mrs. Van Rensselaer describes one of New York's most beautiful buildings, the Madison Square Garden; Professor Edward S. Holden tells a good deal that is new about earthquakes; the Rev. Dr. Washington Gladden writes of "The Anti-Catholic Crusade" in a way that will attract wide attention. Major Andre also is a contributor to this number; his account of the "Mischianza," the famous festival given in honor of Sir William Howe in 1778, is printed from the manuscript heretofore unpublished.

One of the most beautifully illustrated articles in the *Cosmopolitan*, is "The Quadrilles at the Court of Napo-

leon I.," by Frederic Masson. Those interested in Natural History will take great delight in reading Stoddard Goodhue's account of "Buzz," a humming-bird. Perhaps the most instructive paper is "The Teachers' College," by Rosa Belle Holt. This college is a part of Columbia University, and has for one of its trustees, George W. Vanderbilt, who has, in many ways, enhanced the prosperity of the college.

In the March *Atlantic*, Charles Egbert Craddock's "His Vanished Star" appears, for the last time before its publication, as now completed in book form. "The Fore-Room Rug," by Mrs. Kate Douglas Wiggin, is a fanciful, pathetic tale of New England. If possible, Mrs. Wiggin portrays New England life even more naturally than Miss Jewett. Of uncommon interest to students of modern European politics is Prof. Jeremiah W. Jenks's account and estimate of "A Greek Prime Minister; Charilaos Tricoupis," a statesman whose return to power has brought him conspicuously to the attention of all Europe. Greece, in the earliest days of her life, is represented in Maurice Thompson's "The Sapphic Secret," a study of the peculiar charm of Sappho's diction. But the present and near-at-hand speak forth again delightfully in Miss Edith Brower's "Is the Musical Idea Masculine?" To the women—and to the men—who have come to think womankind capable of all masculine achievements, Miss Brower's shrewd consideration of the work of women in music, will be particularly suggestive.



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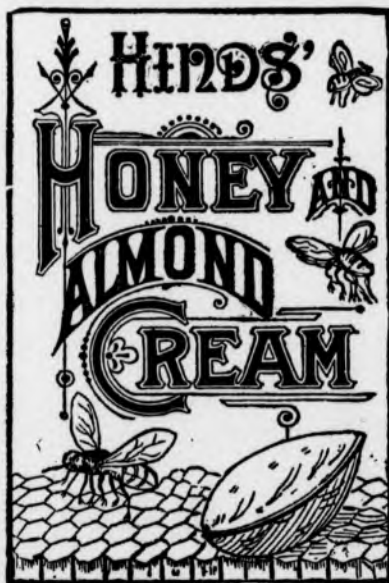
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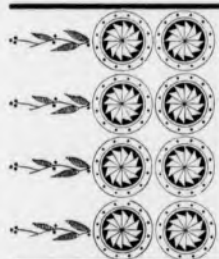
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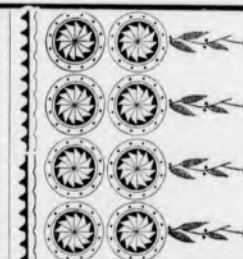
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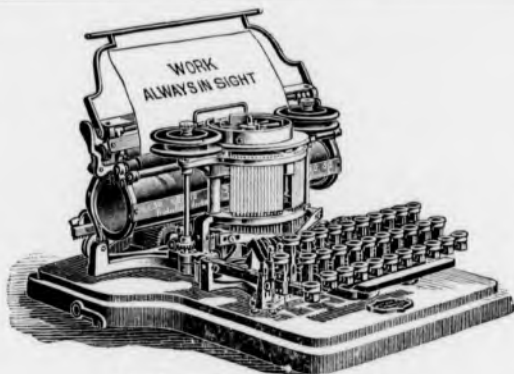
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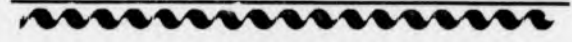
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