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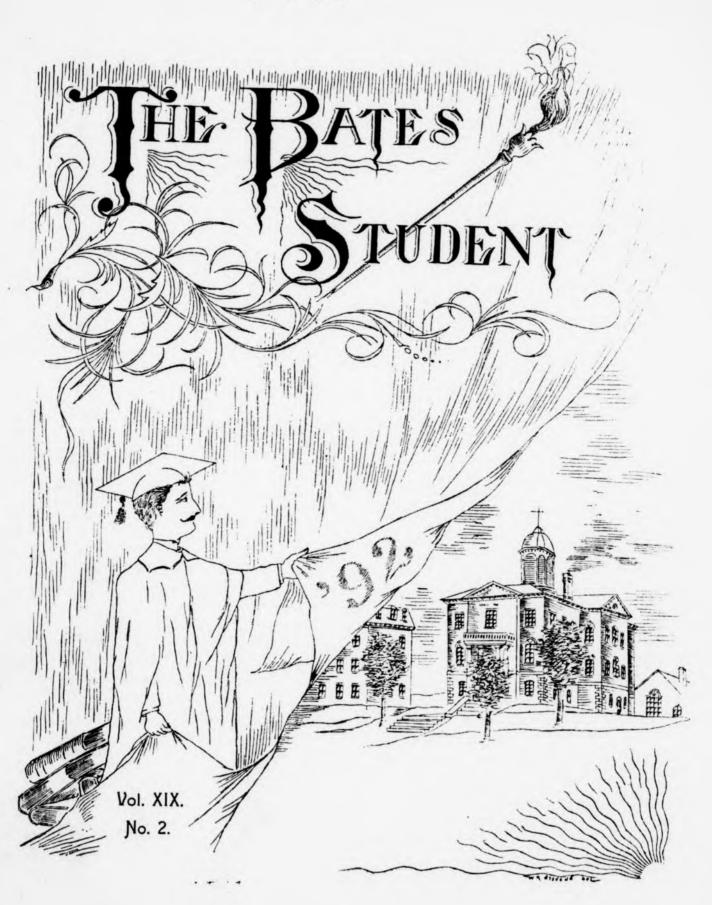
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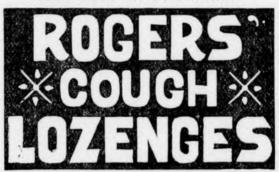
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BATES STUDENT.

VOL. XIX.

FEBRUARY, 1891.

No. 2.

THE BATES STUDENT

A MAGAZINE PUBLISHED MONTHLY DURING THE COLLEGIATE YEAR BY THE

CLASS OF '92, BATES COLLEGE,

LEWISTON, ME.

EDITORS.

SCOTT WILSON, W. B. SKELTON, N. W. HOWARD, H. E. WALTER,

R. A. SMALL,

V. E. MESERVE.

Business Manager, C. N. Blanchard. Assistant Manager, A. F. GILMORE.

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EDITORIAL.

THE STUDENT has been sometimes criticised for occupying its literary columns with debates, essays, and orations instead of filling them with stories. Once or twice its editors have even tried to apologize for this; but it seems to us that no apology is necessary. For in these days of cheap fiction, we think the college student should not, as a rule, attempt to compete with the penny newspaper in this line, but should rather try to make the best use of the opportunities afforded him by his liberal education, in the higher literary work involved in orations and Now the possibility of publication in the college paper holds out one additional incentive to the student to do his best work in the last-mentioned lines. And it is these lines of writing which the great majority of students use in after life. novelist graduated from our colleges, there are a hundred lawyers, ministers, and teachers, to all of whom training in oratory and debate is almost absolutely essential. Moreover, aside from the practice the individual student gains, his work serves as an index to the rhetorical work done at his college, and a file of college papers containing literary articles of this kind, will show at a glance the relative condition of

such work in different years. It is said that since no student can expect to contribute anything of much value to the literary world, he should confine himself to fiction, and thus make his college paper at least readable; but we are optimistic enough to believe that to the educated class among whom the Student circulates, a good oration or essay is generally not less interesting than would be the childish efforts which fill most of our novelistic contemporaries, and with which our own magazine would probably be afflicted.

F IT is really true that

"Music has charms to soothe a savage breast, To soften rocks, or bend a knotted oak," at present the "savage" could wander at large within the environs of Bates College with his breast unsoothed, and the weather-beaten rocks of Mount David need entertain no fear of having their pristine hardness impaired through the softening influence of any active musical endeavors on our part. delinquency arises not, by any means, from a dearth of talent in our midst, but from a depreciated idea of the importance of the musical element in a well-rounded education. This idea is largely the outgrowth of a lack of time, but, granting the importance and urgency of the other demands made upon us, can we afford so to allow the latent musical genius in college to be crowded to the wall by other things? The band has struggled bravely against this growing carelessness as to the musical standard of the college, and at present is about all that remains which has not bowed down before the Baal of an unmusical college life. Why are we so indifferent as to our chapel music? Where are the glee clubs and college songs, that have been like fife and drum to us in the past, as we have toiled up the weary hill of learning? Let us resurrect the ancient tuning-fork and strike C once more!

THIS number of the STUDENT finds the many undergraduate teachers of Bates returned from their several limited monarchies, and again assembled in their accustomed places within sound of the summoning tones of the Hathorn Many and varied would be Hall bell. the experiences, could they all be reported, of the members of the vast training school which they represent. Throughout the state and in neighboring states, the Bates men and women have been taking practical lessons, not alone in pedagogy, but in learning to understand and deal with people.

In college, the student has few occasions for studying character and disposition, when the weight of his judgments materially affects the result of his labors. He is not compelled to use his knowledge of people, and he cannot assume in his student life the responsibilities that in later years make the use of such knowledge essential to success. He is in an atmosphere of culture and surrounded by encouraging friends. he has special difficulties to contend with, they are usually due to his own indisposition to study, or his inability The discipline of to learn readily. college work may, in a measure, overcome the first, and the more elementary studies to be taught will cause the second to sink out of sight, as the student teacher ventures out into the field of active service.

But new responsibilities arise that more than take the place of these. The school teacher is indeed a "public servant," not with a single task-master, nor with a certain class to please, but with people of every class and degree of culture, watching more or less keenly the means he may employ to accomplish his ends. But outside criticism is only one of the lesser cares of the His methods must really be good, and the results good, to satisfy either his patrons or himself. Herein lies the teacher's greatest need of experience. He must learn to explain. He must be able to reduce every idea and principle to the simplest form possible. He must know how much to expect of every scholar, what are the peculiar tastes and preferences of each, what are the best incentives for good work. He must understand scholars no less thoroughly to govern than to instruct them. In all these respects, the young teacher may err, and it seems almost necessary for the undergraduate, who has this profession in view for a lifework, to get some experience while yet every mistake or failure is not counted against him as so many black marks ruining his future prospects, and as so many discouragements sapping his life and energy, unfitting him for the work expected of him after graduation.

O DOUBT, every one understands that the base-ball season is not far distant, and visions of home runs, brilliant plays; and daring base-running,

when the results of the game depends on every effort, rise before the mind of the college student, as he hovers over his fire these long winter evenings, or talks over the prospects of the coming The "great season with his chum. games," for the past several years, are reviewed in detail, while the booming boom-a-laka rings in his ears. the question is not what have we done, but what can we do. The games won in the past, have no relation to our future work, unless it be to create over-confidence, which, with "pets" and "cliques," has no place in a ball Work, unity, and determinateam. tion are the elements that enter into our future success. As a rule nothing was ever accomplished without work, no ball team was ever successful unless a unity of purpose existed in every member of the team, and no victory was ever gained without determination. While we are confident that Bates men have a supply of the latter, and we trust the first two elements will be forthcoming, every individual nected with the college is, in a measure, responsible for the success of the team. Put ball men away by themselves to train and practice without seeing or hearing any interest expressed in their work, let no one witness the games they play, what think you would be the result? The American game would soon be changed to one that aroused some interest and enthusiasm in others except those participating therein. The zeal with which a ball team will work depends upon the desires and enthusiasm of those interested in them. If a college has sufficient interest in baseball to desire its team to win, let the members of the team know it, let its desires be communicated with enthusiasm, let it tolerate no actions that are not in harmony with the plans of those whose business it is to formulate plans for the work in the base-ball war; then shall it see what work, unity, determination, and enthusiasm will do in base-ball,—"'Ex τώντων νίχα."

tion in an interesting and intelligent way is a rare accomplishment; if it were not, the world would be spared so many useless meteorological observations. Were the art of conversation easily acquired, society would be deprived of its "wall-flowers," the first call would lose its terror for the rustic youth, and, perhaps, even the bashful Freshman could really enjoy his first reception.

It is every man's duty to make himself as agreeable as possible to his friends and associates, nor should he fail to cultivate all his powers with this end in view. But what accomplishment can a man have, that will make him more agreeable to those about him than the art of conversation?

No less to be desired is this art, when the matter is considered from a selfish point of view. Without this accomplishment, no man ever attains the highest success of which he is capable. A lawyer is useless without it. The popular physician always has it. No successful minister ever lacked it. Rev. A. E. Winship, editor of *The Journal of Education*, has recently said: "The greatest influence exerted

by the average man is not in public address, not by the pen ordinarily, but everybody uses the tongue. The art of conversation is a necessity. . . That peculiar charm which enters into conversation, that makes you want to stay, and forget everything else—that is an art I would rather have to-day than the highest power that can come to any man on the platform. We must make a study of it, because of the necessities Notice, "we must make of the case." a study of it." If this accomplishment is so desirable, so necessary, should not the acquirement of it be one end of a college education? and it is easily Give students an opportunity done. to develop the social side of their natures. We do not want any English university "poll-men," who go to college for no other purpose than to form brilliant social connections; but still less do we want to produce graduates whose sole subject of conversation is the weather.

HE recent improvements that have been made in the library are certainly worthy of the highest praise. The arrangement and classification of the books has been greatly bettered, and many new and valuable volumes But what has been have been added. the nature of all these books that have so rapidly filled up the empty shelves and made new ones necessary? They have consisted almost entirely of histories, biographies, and books of refer-But there is need of something besides scientific articles to make a broad, practical intellect. To meet the demand for something else these books

should be supplemented by more works of fiction, something as a deviation from the style of the student's regular works. No one will make a lawyer or a minister, if he never studies anything but law or theology. An addition to the department of fiction is almost unknown. The majority of the books there have been read by the average student before he enters college, and whatever new ones he finds are soon devoured. When a new novel of special interest appears—as "Ben-Hur" or "Looking Backward"—it should be placed within reach of the students, instead of continuing to duplicate all the old works on history by the same thing under a different title. The student has not time to search through half a dozen volumes on the same subject for a few irrelevant details. only way to keep up with the times is to become familiar with the best thought of the times, and while many of our greatest thinkers make fiction the vehicle of their thought, fiction should be read. If the old sets could be completed, where some of their best volumes are wanting, and the novels of Wallace, Bellamy, Collins, Black, Haggard, Verne, and Balzac added, it would be an addition that the students would appreciate.

A course of eight public lectures on the "Psychology of Music" is to be given at Harvard, by Mr. Benjamin Ives Gilman, during January, February, and March. The purpose of the course is to inquire into the operations of the mind concerned in the hearing of music.—Mail and Express.

LITERARY.

A PORTRAIT.

By N. G. BRAY, '91.

She is no longer young,—you would not call Her beautiful,—and yet to me she is The perfect flower of womanhood. The locks, Grown silver with the weight of years, seem but The halo round the calm brow of a saint. The faded eyes, grown dim with watching and With tears, shine ever with the pure, clear light

Of self-forgetting love. The wrinkled hands, Toil-hardened, tell of years of patient toil For others; while the aged feet have run So swiftly on God's errands, that they needs Must rest a little now. The quavering voice Has spent itself in singing lullables To little children, and in speaking words Of comfort to the lost and sorrowful. The youth, the strength, the beauty, that men love.

She laid a willing sacrifice upon
The shrine of duty, nor once dreamed
That she had done a noble thing. Her life
Has lain among the shadows, but the day
Is close at hand; and when she walks no more
Among us, and we miss the perfume of
Her quiet, saintly life, my loyal heart
Shall hold her still in tenderest memory,
And own no other queen.

A TRIP ON THE STEAMER PORTLAND.

BY F. J. CHASE, '91.

IT WAS a quarter before seven when we arrived at the steamboat wharf. Here every one was hastening on board the steamer Portland, for it bid fair to be a beautiful night, and the crowded boat was to leave the wharf in fifteen minutes.

Having provided our tickets and checked our baggage, we hastened on deck, in order to get a sunset view of Portland harbor. We had hardly taken our seats when the ropes were thrown off, and the mighty wheels answering

the iron power within, began to churn the waters of the harbor. Slowly but majestically we moved out among the shipping. Behind us lay the city, bathed in the last rays of the setting sun. On the right, lay Cape Elizabeth, clothed in the verdure of early summer and overhung with clouds of purple and gold. On the left, several large vessels rode silently at anchor, while farther out were seen the beautiful islands of Casco Bay.

But what are those large steamers lying at anchor near the islands? Some one answers, "They are the war-ships of the North Atlantic squadron." As we approach nearer we can distinctly see their guns rising tier on tier. But hark! from one comes the sound of martial music, and quickly the deck grows black with men. From her side a boat well manned shoots like an arrow straight toward the city. But they are quickly passing from our view.

Our boat is now carrying us past the fortifications of the harbor. Forts on both sides stand like grim sentinels guarding the entrance. The green grass around them shows no trace of the destroying cannon ball. Peaceful but grand, they stand ready to hurl death against any enemy that shall bring its hostile war-ships within range of their guns.

On the left, a little farther out, a bell-buoy constantly rings out its warning notes; while, on the right, a light-house shoots forth its brilliant rays to guide the watchful seaman. And now the sun has sunk below the horizon. One by one the stars come out and fill the vault of heaven. The flashes of

lightning on the dark clouds to the north are constantly watched by many eager eyes.

At length, the full moon appears in the east, and sheds its calm beams upon the waters. Gazing on this splendor, we silently ride on the long swells of the ocean, whose vast expanse now spreads out on all sides. At ten o'clock, most of the passengers have gone below. Casting a lingering glance behind, we soon follow their example.

Lying in our berths, we listen to the throbs of the engine, until sleep throws over us her deep mantle. When we wake, the morning light finds us gliding into Boston harbor.

CRITICISM OF DAVID COPPER-FIELD.

BY A. C. CHAPIN, '91.

SLOWLY, step by step, the story leads us on. The humor and originality of "David Copperfield" at first gain our attention, then, interest in the hero's adventures adds new pleasures as we proceed.

In those realistic pictures of his early life, we renew our own youthful experiences. Our trials and hardships were never so great, but we had similar feelings and emotions, and in sympathy we are drawn toward him.

Soon, too, the feeling of expectancy is awakened. The constant introduction of new characters makes everything more complicated. As each is introduced there is presented to our view a living being having a marked personality. Take Murdstone, for example. It is not long before we dis-

cover the true character of this austere man. David's mother, we see, is infatuated—good, kind, simple woman as she is—by a beautiful exterior and a false piety. We feel sure the marriage will take place long before it is announced. We see it will bring unhappiness to herself and David; just how we do not know, and our innate curiosity leads us to the perusal of all the details with delight as we say: "Of course, how could it be otherwise!"

What is true of our interest in these characters, is true of all with whom David becomes acquainted. We recognize him as the hero of the story, but his acquaintances equally, if not more, interesting personages. A few exhibit types of character, extreme ones, no doubt; others have oddities so strange, that, if we acknowledge such a person might exist in real life, we say he would be of a "rare species"; and still others make us hesitate where to class them. The Peggoty and Micawber groups may be considered as types of the fishing and spendthrift classes, somewhat overdrawn. Mr. Dick, Mr. Spenlow, and David's aunt do not differ much from types we sometimes meet with. But what shall we say of such characters as Uriah Heep and his mother, of Miss Dartle, or of Miss Mowcher? Their likenesses are rarely, if ever, found in real life, yet they have their appropriate place in the development of the purpose. It was not to write mere sketches of character that Dickens left so many and varied pictures in this work, but to teach great moral truths, and to make them vividly real. If, as seems probable from the repeated words of David Copperfield after Dora's death, the author's chief purpose was to show by a series of sketches the truth of the proposition, "There can be no disparity in marriage like unsuitability of mind and purpose," various types of character became serviceable; some for contrast; and others indirectly to help the progress of the plot.

This use of contrast is extensive. If the purpose has been rightly analyzed, David is the typical man of the world, not faultless, but constantly improving in strength of character and of mind. Agnes is the ideal woman, his good angel, his inspiration in youth and early manhood. Their marriage, the limit set to this autobiographical story, is the union of two persons especially fitted for each other in mind and purpose. To contrast with this, the ideal marriage, many personages are introduced, scarcely one of whom has not had some matrimonial experience. Thus Dora, by her simplicity and childishness, exhibits traits that make her an utterly unsuitable companion for such a wellinformed man as David. Indeed, the reader can scarcely reconcile their marriage with David's previous character; and the sport made of her, while it lends interest in many places, seems to violate good taste. Dr. Strong and his wife chiefly interest the reader on account of the great difference in their ages that makes them unsuitable for life companionship. Mr. Micawber married a wife that would never desert him, and would spend money as fast as her husband. Betsey Trotwood reveals that much of her life has been darkened by a dissipated husband. Even the love

that Miss Dartle seems to have had for Steerforth, and the latter's elopement with Emily, have a certain relation to the purpose as examples, in the first instance, of unrequited, and in the second, of illicit love. But while most of the marriages mentioned have proved unfortunate in some particular, we should not expect nor do we find this true of all. Traddles was happy, living in a garret with "the dearest girl in the world"; and the undertaker's daughter lived contentedly with a man of the same trade as her father; examples, in these cases, of a suitability of mind and purpose in persons of less intellectual attainments. Schoolmaster Creakle, Dr. Chillip, Liltimer, and others help indirectly, by complicating the plot and giving greater variety to the action.

The use of humor has already been mentioned. In a lesser degree, pathos and the sublime are also present. The latter quality is seldom better illustrated than in the description of the storm and the shipwreck, in which Ham and Steerforth both perish.

In conclusion, we may say that if the author's humor is sometimes excessive or untimely, and certain characters, like Uriah Heep and Liltimer, seem to be libels on the human race in their impersonations of devils, we can easily forgive these slight faults; since in the conception of a grand purpose, in carrying out this purpose by the use of characters illustrating ideals, and in introducing them so that the reader's attention is kept from the beginning to the end, a work has been produced that will be profitable to those who may read

it, and will continue to show forth the genius of a novelist equaled by few.

THE DECLINE OF AMERICAN PATRIOTISM.

By P. P. BEAL, '91.

HE hope of a nation's continuance lies in the patriotism of its people. When once that vital spark is extinguished, no nation, however advanced in civilization, however girded with power, can escape the penalty of that universal law which acknowledges to an unpatriotic people no place among the nations of the earth.

But can it be, that in this glorious nation whose very foundation stones were laid in the blood of our patriot fathers—in this land where the cherished tree of liberty, transplanted from less genial climes, first brought to fullest perfection its heavenly fruit—can it be that we can sit down and view with unconcern the decline of our national spirit?

When we see America's favored sons, ignorant of her matchless beauties, squandering thousands in foreign travel; when we see our free-born youth dragged from the public schools to become the slaves of a foreign potentate, whose word absolves from every oath to fatherland, can we ask for causes of decline?

But more! How have the principles of those prophetic statesmen who laid the foundations of our government been neglected and forgotten! If, one hundred and thirteen years ago, George Washington could say: "I most devoutly wish we had not a foreigner among us except Lafayette"; if James

Madison could say: "Foreign influence is truly a Grecian Horse to the Republic," what shall America's modern statesman say, when, looking for the establishment of a public character that shall be a firm foundation for our national fabric, he sees the offscouring of the nations entering into the very vitals of our cherished institutions, where, like those sulphurous cubes that glitter as gold in the trusted foundation stone, it carries on its fatal work of disintegration and decay?

Oh! could the master builders of our national constitution stand at our election polls and see the American college student that graduated with highest honors at the age of eighteen, stand back for three years to make room for the jabbering idiot that cannot read the names on his ballot, would not their blood boil with righteous indignation?

Another cause of decline is the scarcity of great men. "Woe to the country," says Maternich, "whose conditions and institutions no longer produce great men to manage its affairs." Our Adamses, our Franklins, our Websters of to-day are found seeking wealth and fame in the mad rush of modern business life, while our highest offices of state are bought at public auction and filled with party hirelings.

Could those immortal patriots that once trod our legislative halls as reverently as though they walked in the sanctuary of God, witness the disgraceful cavilings and party wranglings that daily characterize our national Congress, would they not exclaim, in the words of the poet: "Is the pure voice

of Justice no more heard? Alas, it is dumb before the strife of parties."

That the evidences of declining patriotism already appear is shown in the vain attempts to rouse it by multiplying holidays. What is the lamp without the oil? Our fathers' sacred days of grateful commemoration—yea, God's holy Sabbaths, are descerated by wickedness and riot.

Scarce have the hero martyrs of the Revolution passed from sight; scarce have the flowers withered on the grave of our devoted Washington; and upon the village green, where, on Independence Day, the assembled throng once cheered the patriot voice of the orator, now is heard only the sound of rude sport and thoughtless hilarity.

But alas! the evidences of decline are only too numerous. What shall be the remedy?

All honor to her through whose jealous care the Stars and Stripes adorn our public schools. Let no impious slave of foreign pope dare tear them from their place; but let those sacred colors be, as the holy rite of baptism, the outward witness of inward regeneration. And while every schoolhouse rings with cheers for the "Red, White, and Blue" that float above, let our youth be taught the beauty of the patriot spirit—devotion to father-land. Let every home in America resound with the stirring notes of "My Country, 'tis of Thee," till the very atmosphere, charged with the electric spark of patriotic fire, shall, as it swells the bosoms of our rising generation, kindle its sacred flame in every heart; and over

our broad land, from Plymouth's sacred rock to San Francisco's Golden Gate, shall roll a tidal wave of patriotism, bearing in its healing flood; redemption from a nation's thousand woes.

THE STORM-WRAITHS.

By M. S. MERRILL, '91.

Dread is the dense black night without; And madly the wild winds moan; The maple groans like a dying thing, And a strange, low monotone

Sounds through it all, as the chill rain beats
Through the trees, that blindly reel,
And cuts its way to the shrinking earth
Like a thousand blades of steel.

The spirits of air are abroad to-night;—
Ah, this room is bright and warm;—
Should I not be glad I am sheltered here,
Secure from the cruel storm?

Nay, I cannot be glad;—'tis a prison-place—
This room with its warmth and light;
And the books, that have been my friends so long,
Have no magic power to-night.

What shapes are those in the gloom out there, Where the black tree-branches sway? Ah, the storm-spirits holds their carnival; I can see them at their play!

A weird sweet face, with a mocking glance, Looks out from the shadows drear, And is gone; but I see a phantom hand, That is beckoning me anear.

Three wraith-like forms in airy dance
Thro' a vast dim hall move free;
And a shape, in a dusky boat, rocks light
On a stormy shadow-sea.

Oh, to be free for a moment's space,
While the wild storm-music rings;
To sweep, unfettered, thro' deeps of air,
On the tempest's night-black wings.

I would wander light thro' the airy halls; I would reck on the shadow-waves; I would seek the home of the moaning winds, Where the tempest wildest raves. I would sport with the beautiful wraiths of the storm

As blithe and as wild as they;
For stronger than tempests, swifter than light,
Is the human soul in its new-born might,
When its fetters have dropped away.

CROMWELL IN ENGLISH HISTORY.

By N. G. BRAY, '91.

HE great civil war between parliament and king was over. The royal oppression of years, culminating in the blind tyranny of the Stuarts, had done its work, and England was free. Would this freedom prove a blessing This was the grave or a curse? question that confronted her, -a nation without a head, a mighty people standing on the verge of anarchy, where a single false step might bring irretrievable ruin. A clear brain, an iron will, a firm hand, must be his who should bring order out of such a chaos. And where should she look for these, if not to Cromwell? Cromwell, the hero of Marston Moor and of Naseby; Cromwell, the religious enthusiast, whose army of godly farmers had swept the Royalists before them like chaff before the wind; Cromwell, the Puritan general, who, during those months of military rule, had held his legions under such strict discipline that even the murder of the king took on the semblance of law and justice.

Thus, not by the choice of the nation, not as a result of his own scheming ambition even, but because he was the one man for the place and time, the reins of government fell into his iron grasp. Thus, by the force of

circumstances, not of his own contriving, a man from the common ranks, in whose veins ran not a drop of royal blood, quietly became king, in every thing but name. Radical changes were made in the constitution; parliaments were called and dissolved as arbitrarily as by the Stuarts themselves; and the government of England, in name a republic, soon became in reality a despotism.

Yet the new Protector ruled wisely and well. Ireland and Scotland were subdued, and the three kingdoms united. In England, justice and order were restored, religious tolerance enforced, her condition improved in countless ways. In foreign affairs, too, Cromwell showed equal wisdom, and his strong hand raised England to the first place among nations.

But in spite of all this, he was a usurper and a despot, and the people feared and hated him. The gloomy religion of the Puritans, which closed the theatres and abolished all amusements, held no attraction for them. The tyranny of the Stuarts was forgotten, and the nation began to long for their restoration. Cromwell saw all this plainly. He knew that he owed security in his position wholly to the strength and devotion of his army. His dream of a "commonwealth of saints" was over. The divine call he did not doubt, but England had no desire to become the kingdom of God.

Centuries before, a great nation stood on the very borders of the promised land, and wept for the lonely death of him who had led them up hither, but who might not enter in. Now England

saw without a tear a sadder death. The Jewish Patriarch knew that his life-work had been successfully accomplished; Israel was free, and younger hands stood ready to take up his work, and lead her on to victory. The English Puritan died with a sense of failure heavy upon him. He had led his people into the promised land of liberty, and they would none of it. No Joshua stood ready to take the sceptre, fallen from his nerveless hands. glorious future of his country his dim eyes could not see. Called of God, as he believed, to save his land from bondage, he had done his best-and failed.

Dying thus in the height of his fame, his worst fears soon seemed realized. Richard Cromwell, weak and inefficient, was no match for the contending factions his father had so firmly held in check, and he made hardly an effort to retain the office of Protector. Within two years, Charles II. was crowned amid great rejoicings, and a Stuart again filled the throne.

Had the nation, then, gone back to the old régime, and were those years of bloodshed and reform as though they had not been? Not so. Complete as seemed the revulsion for a time, those years had set a stamp upon the nation that could not be effaced. As surely as Cromwell had saved England from slavery at Naseby, as surely as he had raised her to prosperity and fame in after years, so surely had he conferred upon her other and more lasting benefits. Not one important reform was lost. The England that crowned Charles II. was not the England that hardly dared rebel against his father's tyranny. She had no thought of giving up her hard-won freedom. The old disputed prerogatives of the crown were lost forever. The new king did not even attempt to claim them.

Hereafter kings might sometimes be weak or tyrannical, but the supreme power was no longer in their hands. Persecution might run rampant for a season, but religious liberty could not be crushed. Immorality and skepticism might hold sway for a time, but they must leave the "mass of Englishmen what Puritanism had made them, serious, sober, earnest in life and conduct, firm in their love of Protestantism and of freedom."

The reaction against the Puritan concentration upon a single religious idea, would but lead to the study of nature and of science; while from the protest against Puritan dogmatism should spring the works of men like Jeremy Taylor and Chillingworth.

Brave champion of freedom, relentless tyrant, stern devotee of duty, Cromwell stands in history without a parallel. Men may call him fanatic, usurper, regicide, if they will, yet they must also acknowledge him England's greatest ruler; and had she never lain prostrate, for a time, beneath his iron heel, who can say what might have been her fate? Whatever her verdict upon Cromwell the Puritan usurper and tyrant, her proud head must ever bow in gratitude before Cromwell the general and the statesman, whose clear brain and indomitable will wrought for her a great deliverance, and shaped her destiny.

COMMUNICATION.

Leipsic, Germany, Jan. 2, 1891. To the Editors of Bates Student:

OUR communication, asking for information in regard to German education, is at hand. In a brief letter, I can only touch on a few salient points, and shall choose only those in which there is the widest difference between German and American education.

In Germany, education is an affair of the general government. It is thought that the welfare of the nation depends on the intelligence of its citizens. Therefore the nation assumes control of the educational system as naturally as of the army and navy. This control is mainly supervisional (for the government does not support all schools out of the treasury and assess the requisite taxes), and is maintained by a rigid system of examinations, both of teachers and pupils, and by courses of study for all schools, issued by the ministry of education. The result is a uniformity, a coherence, and general excellence of schools that cannot be obtained in any other way.

Free education forms no part of the German system. Pupils must pay their tuition in all schools, and the choice of schools is often only a matter of money. An American is at once struck with the early differentiation of the various classes of pupils. In the schools of our own country the future statesmen, merchants, and brick-layers walk the path of learning side by side for perhaps eight or ten years, or until the former are ready to fit

for college. In Germany, the paths diverge after three years of primary training. Those of whom fate is to make peasants, or common laborers, who cannot attend school longer than required by law, or cannot pay the higher charges of the other schools, continue in the Bürgerschule, which corresponds to our common schools below the high school grade. Here a course of eight years is provided, including modern languages. Those who cannot afford even this, go to the Bezerks-schule, which is provided for the very poor. tuition here is much less than in the Bürgerschule, but still one must pay something. Those who are looking toward the university and the highest occupations of life, enter the gymnasium, remaining here nine years. A boy, then, begins to fit for the university when he has had three years of primary study and is ten years old.

A third class enter the Realgymnasium, a combination of gymnasium and scientific school, where Latin is studied but Greek is not. Of all these classes, only the graduates of the gymnasium can enter the university.

In these schools, the fundamental idea is to learn much about a few things rather than to gain a smattering of every subject known to the human mind, without gaining any very exact knowledge of anything. If in our schools two or three terms are devoted to a subject, the German pupil, if he studies it at all, probably studies it four years. This is particularly the case with modern languages. A thirteen-year old girl in the family where I am living has already studied French

one year, and will study it five years longer. She has also studied English nearly a year and will continue that four or five years. The result of this is that German education is deeper than it is broad, and the German pupil may be wholly ignorant of many branches of knowledge, whose photograph American pupils have seen.

The second fundamental idea is that study is a business, and not a recreation thrown in between the more arduous and exacting duties of play. The German pupil makes a business of going to school, and a serious business it is, too. It is perhaps not too much to say that what the American student expressively calls "cramming for Ex.," is the regular routine of the gymnasia continued for nine years. Looking on a group of school boys, with their pale faces, ruined eyesight, and listless gait, one is apt to ask if the results are worth the efforts. This does not apply to education of girls, for I believe more care is exercised here to prevent overwork and injury to the health of girls than at home.

The German field of education is still the camping ground of Latin and Greek, but a revolution is threatened, headed by no less a person than the Kaiser himself; and though it may be doubted whether his opinion as a scholar would have much weight, and it is even whispered here that he has most excellent reasons for his antipathy to the classics, yet as emperor, where education is a state affair, he can hardly fail to effect the educational system of the country.

Many things conspire to give to Ger-

many a body of teachers who, in depth of scholarship, without doubt, surpass the teachers of any other nation. This is not assuming that they are the best teachers, or that their depth of knowledge is necessary or even desirable in other countries. A rigid and impartial examination of candidates for teachers' honors by a body of men, selected from the whole country on account of their ability as examiners, cannot fail to secure teachers of high scholarship, however they may be lacking in other qualities. Germany is no place for the bright scholar of the district school, who has "been as far as square root," to masquerade as teacher; no place for the aspirant for commercial honors to teach until he secures a position behind a book-keeper's desk; no place even for the university student to teach winters. Teaching is not a make-shift, but a profession. The teachers are, therefore, as a class, much older than the American teachers, and gray-haired men of profound scholarship conduct the children through the mazes of the addition table and the beginnings of geography. It is a pleasing sight, of a fine afternoon, to see a venerable teacher of sixty winters, taking a walk with his school of forty or more boys or girls of some eight years of age.

The German teachers, even in the lower grades, are usually specialists, and, when we think of depth of German scholarship, we must in most cases think of specialization, and in very many cases we must also think of narrowness.

I am in inclined to think that the curve of ideal education lies between Germany and America, not very near the coasts of either, but fully as near to America as to Germany.

Yours Truly,

W. H. HARTSHORN.

LOCALS.

Where art thou going, my pretty maid? I'm going to the gymnasium, kind sir, she said.

Ought I to go also, my pretty maid? You surely ought to, kind sir, she said.

What is your rank, my pretty maid?

My rank is eight hundredths, kind sir, she said.

Then I'll go also, my pretty maid. You've often been asked to, kind sir, she said.

Where are the glee clubs?

"Wash me, mother dear!"

Smith, '94, is tutoring in the city.

'Ninety-one is to have a christening.

Only a few pedagogues still teaching.

Look for the by-laws of the Advisory Council next month.

Babb, '91, is time-keeper for the baseball men in the gymnasium.

The two saints of February—St. Valentine and St. George Washington.

Joiner, '93, is teaching arithmetic and algebra in the city Y. M. C. A. classes.

The Freshman class have elected W. W. Harris as their representative on the Council.

The Athletic Association has elected Shepard, '92, as director in the place of Sawyer, ex-'92.

Ornithological Junior in German, feeling his way—" And the larks were singing in the—er—in the trees!"

Adams, '92, keeps a skeleton rifle

hanging over his looking-glass, in order to make his pompadour stand on end.

Nearly all the Sophomore class have written "Winter Sketches" for the prize offered by Professor Stanton.

The Freshmen are continuing their weekly work, which they began last term, in Tennyson's "In Memoriam."

The charter of the college has been amended, so that a majority of the Board of Fellows and Overseers must be Free Baptists.

Marden, '93, after completing his school at Swanville, is finishing out the last five weeks of an uncompleted term at Waldo Station.

In Psychology: Professor (looking at his book)—"We will now attack— (looking up)—Miss M!" Cannibalistic grin goes around.

There is nothing mean about the Freshmen. They magnanimously forgave their professor when he forgot to meet them one day not long ago.

In the absence of Professor Angell, one day not long ago, on account of illness, from his French class, his place was filled by Cutts, '91, the linguist.

Professor (in German, with the class reading at sight)—"What does Himmelspeise mean?" Bashful Junior (in a modest whisper)—"Angel-cake."

The American goldfinch, which was so rare a year ago, is quite abundant this winter, many of the Sophomores already having it in their winter lists of birds.

The next lecture of the Pedagogical Course given by Bates alumni will occur March 20th. Professor E. J. Goodwin, '72, of the Newton High School, is the lecturer.

The city Y. M. C. A. is arranging a benefit entertainment to occur March 4th, one of the attractions of the evening being cartoon drawing by Coombs, the artist.

The Advisory Council has been organized with Pugsley, '91, as president, and Ferguson, '92, as secretary. Nickerson, '91, has been acting-president in Mr. Pugsley's absence.

Many of the students enjoyed attending the lecture on "Anglo-Saxon in English," given by Dr. Martyn Summerbell before the students of the Divinity School, February 2d.

The sermon before the students on the day of prayer, which occurs February 26th, will be delivered by Rev. James G. Merrill, D.D., of the second Congregational parish, Portland.

W. H. Cossum, of Princeton, the traveling general secretary of the student volunteer movement for foreign missions, visited the college Saturday, Sunday, and Monday, January 24–26.

Cutts, '91, was sent to Williamstown, Mass., as delegate to the New England Intercollegiate Y. M. C. A. Conference, February 6-8, held this year under the auspices of the Association, at Williams College.

The contribution box had been passed. Professor, after announcing Dr. Summerbell's lecture on Anglo-Saxon to the Seniors: "Now there is no fee to this lecture, and so I mention it to the class of '91." The joy is unconfined.

In Political Economy. Professor-

"Now, class, how could you find out in which of the cities, New York, Chicago, and San Francisco, money was most plenty?" Hard-up Hawkins (huskily)—"Try to borrow a dollar!"

Cyrus, of Swan's Island, to his classmate and fellow-teacher, who is about to return to college: "Now, old man, don't you tell any lies about me when you get back"—after a moment's thoughtful silence breaking out with fresh earnestness: "Nor don't you tell the truth either."

The Eurosophian Society room has been renovated and re-furnished. The old desk and president's chair have been replaced by more suitable furniture, and the settees have given way to single opera chairs, so that the room has a decidedly more pleasant and homelike appearance.

The Reading-Room Association has admitted young ladies to its membership, and has set apart the time from 2.00 to 3.30 p.m., each day, as especially sacred to their memory, when they can enjoy the advantages of the Reading-Room undisturbed by distracting co-educational influences.

The directors of the athletic association have elected 23 men from the four classes to go into the gymnasium and practice for base-ball. Out of this material it is hoped that two full teams can be organized for practice on the diamond, early in the spring—a pennant team and a second nine.

The hours of gymnasium practice for the present term are as follows: 9 to 9.30 a.m., the Juniors; 9.30 to 10 a.m.,

the base-ball men; 10 to 10.30 A.M., the Freshmen; 10.30 to 11 A.M., the Seniors; 2.30 to 3.30 p.M., on Mondays, Tuesdays, and Wednesdays, and 3.30 to 4.30 p.M. on Thursdays and Fridays, the Sophomores; 4.30 to 5 p.M., the young ladies.

The following conversation was recently overheard between an aged couple who were jogging slowly along in an old-fashioned pung past the college buildings. Old Lady (looking towards Parker Hall)—"Say, John, what do you suppose that air brick building is up there beside that schoolhouse?" John (looking also)—"Wal, I dunno, mother; it looks like the poorhouse!"

Not long ago a kind-hearted theologue, as he was going down town, saw a little boy trying in vain to ring a door bell which was rather higher than he could reach. Our theological friend generously volunteered to help him out of his difficulty, and, after giving the bell a vigorous grind, as the little fellow seemed still to be in a state of mind, he asked, sympathetically, if he could do anything else for him. "Nop, that's all, mister,—but I'll tell you what, you'n I have got to run like thunder!"

The Faculty and Council have made the following regulations relating to work in the gymnasium: First, that .08 shall be added to the term's rank of each person who has attended the gymnasium satisfactorily, .02 being added to each department's rank; second, four unexcused, or not properly excused, absences shall be sufficient to

cause the student to be summoned before the Faculty or Council, and if he cannot give satisfactory reasons for his absence, then he shall not receive his .08 additional rank.

A Bates Sophomore, while teaching, had occasion this winter to ask one of his "big girls on the back seat" a series of questions relative to the life and character of Longfellow and the grounds on which his popularity rests. The whole school giggled and manifested the liveliest interest in the dialogue, much to the mystification of the teacher and the embarrassment of the "big girl." You see, this young lady's most particular young man was himself yelept Longfellow, and so we would have giggled ourselves had we been there and perceived the true bearing of those excruciating questions and answers.

The following is a copy of an actual test paper as received by a recent Bates graduate from one of her young hopefuls in history. Only those questions are given which received answers. 1. When and by whom were the following discoveries made: America, Pacific Ocean, Mississippi River? "America wos discoverd in 1842; Pafic Ocan, 1835; missipy river, 1508." 2. For what were the following dates famous: 1512, 1607, 1620? "1512, florody was discoverd; 1607, May flower landed; 1620, Pilgrams landed." 3. What have we learned about Vermont? "Vermont was the first stat Made." 4. Who settled Rhode Island, and on what principle? "The puritons settled Rhodiland and they clamed they could purify any one." 5. What nation first settled New York and what did they call the country? "Newyork was first settled by the sweadish they called the naton Mamhaton island."

PERSONALS.

ALUMNI.

'69.—At the Boston Congregational Ministers' meeting, held February 2d, Rev. W. H. Bolster discussed the topic, "The Country Church."

'72.—Rev. F. W. Baldwin, pastor of Trinity Congregation al Church, in East Orange, N. J., is publishing a little paper called *Trinity Chimes*, in connection with his church work. It is published weekly and is "devoted to the interests of the Trinity Congregational Church."

'73.—E. R. Angell is leading the party in the New Hampshire Legislature opposed to the repeal of the "Nuisance Act."

'73.—Professor J. C. Dennett, Ph.D., of the University of Colorado, Boulder, Colo., presented a valuable report on "The Teaching of English Grammar in Colorado," at the last meeting of the Colorado State Teachers' Association, held in December.

'74.—H. H. Acterion is Professor of Philosophy in Adrian College, Adrian, Michigan. He received the Degree Ph.D. from Ann Arbor last summer.

'74.—Rev. C. S. Frost has resigned the pastorate of the F. B. Church in Pawtucket, R. I., on account of the ill health of himself and wife.

'76.-E. C. Adams is meeting with

great success as principal of the High School in Newburyport, Mass.

'76.—We learn that Dr. B. H. Young, of Amesbury, Mass., is one of the leading Homeopathic physicians in that section of the State.

'77.—January 14th, O. B. Clason, Esq., of Gardiner, a member of the Maine House of Representatives, introduced in the House a ballot reform bill, and had it referred to the Judiciary Committee, of which he is a member. The "Clason Bill," as it is called, follows very closely the Massachusetts system but contains several new provisions, suggested by experience. The Lewiston Journal says of the bill: "The law proposed by Mr. Clason is just such a law as Maine needs to keep in line with moral and political progress. Purer elections and better men in office would be the fruits of it."

'77.—B. F. Hathaway, Esq., formerly principal of the High School at Northfield, Minn., has removed to Anoka, Minn., where he is engaged in the practice of law.

'79.—M. C. Smart, who was for several years principal of the Whittier High School in Amesbury, Mass., now has a fine place as principal of the Claremont (N. H.) High School.

'80.—The *Free Baptist* has recently published a sermon on "The Church at Work," by Rev. F. L. Hayes.

'80.—H. L. Merrill, of Hutchinson, Minn., has been quite ill since he had la grippe last winter. He has not been able to teach for several months.

'80.—A. L. Woods, of Grafton, N. Dak., was elected President of the North Dakota Educational Association

at its fourth annual meeting, which occurred in Fargo, December 30 and 31, 1890. At the banquet held by the association December 30th, Professor Woods responded to the toast, "The Educational Journal."

'81.—W. B. Perkins, of Boston, formerly with D. Lothrop & Co., is now with Estes & Lauriat.

'81.—Rev. E. T. Pitts is pastor of a Congregational Church in Everett, Mass.

'81.—Rev. B. S. Rideout, of Norway, recently lectured before the students of Fryeburg and Bridgton Academies.

'81.—C. A. Strout, who was for three years principal of the High School in Ipswich, Mass., accepted, at the beginning of the fall term, a similar position in Webster, Mass.

'82.—W. S. Hoyt is practicing medicine in Waltham, Mass.

'82.—S. A. Lowell, Esq., on account of the ill health of his wife, has resigned his position as secretary of the Maine Benefit Association and plans to settle in the West.

'82.—J. F. Merrill, Esq., of St. Paul, Minn., formerly county treasurer of Androscoggin County, has recently been visiting friends in Lewiston.

'82.—I. M. Norcross, formerly of Chelsea, Mass., is superintendent of schools in Weymouth, Mass., with a salary of \$1,800.

'82.—E. R. Richards is editor of the Wood River News Miner at Hailye, Idaho.

'82.—W. T. Twaddle, Esq., is practicing law in Kansas City, Mo., and is said to be very successful.

'82.—W. T. Skelton is now located in Akron, Colo., and is engaged in the practice of law. He at present holds the position of county judge.

'83.—C. E. Sargent is Professor of Science in the Normal College at Denton, Texas.

'83.—E. A. Tinkham, Esq., is practicing law in Duluth, Minn., where he has made some very prosperous investments in real estate.

'84.—Rev. Aaron Beede, Jr., of Barrington, N. H., has received a call to the Congregational Church in Alfred, Me.

'84.—S. Hackett, Esq., lately of San Diego, Cal., has returned to Auburn.

'86.—E. M. Holden, M.D., who graduated from Harvard Medical School last June, sailed for Europe February 11th. He intends to pursue special branches in the study of medicine in Vienna. Dr. Holden has lately been visiting Dr. Bonney of Lewiston.

'85.—A. F. Gilbert has been elected principal of the Grammar School in Malden, Mass., resigning his position in the High School in Gloucester, Mass.

'85.—A. B. Morrill, formerly in the Lancaster, Mass., High School, is now principal of the High School in Castleton, Vt.

'86.—F. E. Parlin is superintendent of schools in Stockbridge, Mass. Mr. Parlin was for some years principal of Brigham Academy at Bakersfield, Vt.

'86.—J. H. Williamson, of Madison, S. Dak., has been elected president of the Lake Madison Chautauqua Association. This association was incorporated September 30, 1890, and has a capital of \$25,000. It includes the

leading men of the State, as the governor and other State officers, members of Congress, etc. A sixty-acre tract of land, on the north shore of Lake Madison, has been purchased and improvements are being made on a large scale. An auditorium with a seating capacity of 2,000 is to be one of the features. At the first assembly, in July next, some of the leading talent of the nation will be present. A paper describing the association, its purposes, etc., was read by Mr. Williamson at the last meeting of the South Dakota Educational Association, held at Sioux Falls, December 29, 30, and 31, 1890.

'87.—G. M. Goding and Miss Eva P. Henderson, both of Wilton, were married January 11th.

'88.—Miss F. M. Nowell has returned from Minnesota, and is now teaching in Gardiner, Mass.

'89.—E. L. Stevens, who has been teaching in Obsecon, N. J., entered the Medical School at Brunswick, on February 5th.

'90.—G. F. Garland has succeeded H. V. Neal, '90, as principal of the Barstow High School in Mattapoisett, Mass.

Michigan University has seventeen graduates in Congress—the largest number representing any institution of learning in the country. Harvard has sixteen and Yale eleven.—Ex.

Two colleges, Swarthmore and Amherst, begin the New Year with newly elected presidents, Hon. William D. Foulke having been chosen for the position at Swarthmore and Merrill E. Gates at Amherst.

EXCHANGES.

We thank our exchanges for the spirit of interest and approval manifested toward the College Council recently adopted here. At the close of a sketch of our new system, the *Brunonian* says:

There is reason to believe that the results will show that better work may be done, better discipline maintained, and more interest manifested in all college matters when the students come to feel that they have an important part in maintaining all that tends to the best interests of college life.

We hope and believe that the *Bruno-nian* will not be disappointed in the working of the system at Bates.

The Dickinson Seminary Journal is a clean and newsy sheet, especially well filled with editorials and new college notes, and containing a good exchange column. The literary department, however, is limited.

The Swarthmore Phænix contains an interesting article for botanists and some varied and spicy correspondence. The letters from the alumni must tend to keep the older sons and daughters of Swarthmore alive to the interests of the college, and loyal subscribers of the Phænix.

It seems to be the aim of many young men who wish a college education to attend, if possible, one of the larger colleges. Even those who are not very strong financially delay their entrance to college for years in the hopes of being able to earn or borrow money to enable them to attend a large institution. . . . Generally speaking, just as good an education can be had at a much less expense at a small college. When one leaves his Alma Mater and steps out into the cold world, the question which is asked is not where you were educated, but how much do you know and what can you do?—The Undergraduate.

Our sentiments, too.

The Amherst Student seems to thoroughly appreciate the action of Professor Frink in declining the Willard Professorship of English at Dartmouth.

We are in receipt of the first bulletin of the United States Board on Geographical Names, which was organized in April, 1890, for the purpose of securing a uniform usage in regard to geographic nomenclature and orthography in the executive departments of the government and upon maps and charts. It is hoped that this revision will be the beginning of a change in these words as they are commonly used and as they are found in the school text-books. There is a greater chance if not a greater need for improved methods of spelling geographical words than of common words. More letters are used needlessly and a greater diversity in the ways of spelling certain words is found. This state of things could be improved without great difficulty, since the words are not everyday words, and a complete change in their use could in many cases be effected by simply inserting the amended forms of words in the common school textbooks. It is quite probable that this will be done now that a reform in this respect has been inaugurated at the national capital. Among the most important changes are: Baluchistan from Beloochistan, Bering Sea from Behring Sea, Chile from Chili, Haiti from Hayti, Kongo from Congo, Oudh from Oude, and Sindhia from Scinde.

In the Nassau Lit. we notice an article entitled "The Princeton Idea," in which the author vindicates the conservative position of Princeton. If

his words represent the actual state of affairs, we heartily congratulate the College of New Jersey upon its freedom from many of the faults of Harvard and Yale. The following extract gives the key-note to the article:

It is the combination of two ideas which largely controls Princeton to-day—loyalty to the past and confidence in the future. They are not inharmonious; it is the connection between them which constitutes the conservatism of Nassau Hall. The future is not to be separated from the past, but built upon it; a structure growing so rapidly must have a broad foundation. The methods and policy which have stood the test of years are not to be thrown away for a theory. Progress must come by modification and development rather than by radical innovation. The gradual expansion of the curriculum and the evolution of the elective systems are illustrations.

There is probably no other spot on the American continent quite so genuinely democratic as the Princeton campus. It is not that invidious distinctions are overlooked or kept under; they do not exist. The snob cannot survive in this atmosphere; he is either laughed out of his snobbishness or laughed out of college. The instincts of a gentleman and a generous manly spirit are the only credentials. No lines are drawn, and every man fraternizes with his neighbor.

We clip the following from the Southern Collegian:

Lay by the book—the simple tale is told,
Mayhap 't has soothed away to sleep
A few sad thoughts and phantom fears that play
Through idle hours,

As when in some deserted garden old, Through crumbling walls that slowly waste away,

The vines and clinging brambles creep Among the flowers.

Lay by the finished book—aye even so
Another book, another rhyme,
Some day will be laid by—forgotten be.
Even thy memory,
O heart, will melt before the face
Of coming Time,

As yonder pearly gleaming snow
Is melting still beneath the setting sun—
As bubbles on the sea
That burst and leave no trace.
The tale is done.

COLLEGE NOTES.

The State has voted to give Maine Central Institute one thousand dollars annually for the next ten years.

Oliver Wendell Holmes commenced his literary career as an editor of a college journal.—Ex.

The number of books in the college libraries of the United States has been estimated at 3,000,000.

A gymnasium which will cost the United States government \$100,000 is being built at West Point.

Chapel attendance at Columbia is not compulsory. Ministers of the city are invited to lead the exercises.

A recent account shows that over one hundred thousand students are now attending colleges and universities in this country.—Ex.

Syracuse University has the finest college building in America. It cost \$700,000, and was the gift of one man.

The best endowed college in this country is Columbia, with \$9,000,000. Harvard is second, with a fund of \$8,000,000.

Prof. Harriet Cooke, Professor of History in Cornell, is the first woman ever honored with the chair and equal pay with the men professors. She has taught in Cornell twenty-three years.

Harvard students have been thrown into paroxysms of delight by the announcement that the corporation voted to employ an instructor in rowing, to occupy the same relation to that department of athletics that Mr. Lathrop does to track sports. The choice of an instructor is left to the athletic committee, and beyond question, a professional sculler will be added to the Faculty of the university.—Exchange Post.

An informal meeting of the Professors of Chemistry in the New England colleges was held at Worcester Polytechnic Institute, Worcester, Mass., on Friday, January 2, 1891. Eleven institutions of learning were represented. A club was organized to be known as the New England Chemical Club, all professors of chemistry in the New England colleges and scientific schools to be eligible for membership. only officer of the club is the secretary, there are no initiation fees or dues, and the meetings will take place once a year. The object of the club is to bring a closer relationship between the professors of chemistry in New England and to compare notes on work done and methods employed in the chemical departments of the various institutions.

The University of Chicago, which has invited Professor W. R. Harper to be its president, will begin its work with a handsome endowment and with the reasonable expectation of whatever beyond that is required. The features of its plan include the University proper, with Academies at various places; a College of Liberal Arts, of Science, of Literature, and of Practical Arts; Affiliated Colleges; various Schools, Graduate, Divinity, Law, Med-

ical, Engineering, Pedagogy, Fine Arts, and Music; University Extension work and University Publication work.

We give some of the most novel and important of the "General Regulations":

The usual three-term calendar gives place to one of four quarters, beginning respectively on the first of October, January, April, and July, and continuing twelve weeks each, thus giving forty-eight weeks in the year, with one week between each two terms. Each quarter is divided into two equal terms of six weeks each. All courses of instruction are designated as Majors and Minors. The Major will call for from ten to twelve hours of class-room work each week, and the Minor from four to six hours, each course continuing six weeks. This Major may be continued the next six weeks, either as a Major or a Minor, and as much longer as is desired. Each student will take one Major and one Minor. When a student has completed six Majors and six Minors he will be advanced to the next higher class. Some of these Majors are to be required and others elective, and a diligent student will be able to complete the course in three years, while one less diligent may take four.

Each resident professor or teacher will be required to lecture three out of the four terms of the year ten to twelve hours a week, and he may take his vacation any one of the four quarters as may be arranged, and he may so adjust his terms as to take a longer vacation. In the same way the student is not required to attend the university more than thirty-six weeks in the year.

It will be seen that this is a peculiar and novel plan. The purpose is to make it thoroughly elastic, and to secure concentration on the part of the student, since he will not have too many subjects for study at the same time. And while it is believed that this will secure a broader knowledge and better discipline, it will allow students to enter at different times during the year, will provide for loss of time of students who are sick or must support themselves, and will allow students of unusual ability to save time in their course.

We can endure no vanity so easily as our own.

MAGAZINE NOTICES.

The frontispiece of the February Century is a portrait of Talleyrand in his youth. This number contains the second installment of extracts from his Memoirs, devoted almost entirely to Napoleon, with incidental references to the Directory, a body of which the author evidently had no very exalted opinion. There is an account of Bonaparte's meeting Goethe and Wieland at Erfurt, where he became engaged with the latter in a discussion touching the moralizing tendency of mingling romance with history and history with romance in German literature. When Wieland claimed that it had been his purpose "to give a few useful lessons to mankind," the Emperor replied:

But do you know what happens to those who exhibit virtue in fiction? They induce the belief that virtues are never anything but fancies. History has been very often calumniated by historians themselves.

Edward Eggleston begins his new novel, "The Faith Doctor." The scene is laid in New York City, and the subject is not Christian Science and the Faith Cure alone. It deals vividly with New York society in general. Speaking of the readiness with which one becomes convinced that he has always been at the top of the social round, he says:

It is a rule of good society that as soon as you arrive you affect to have always been there. Of other ascents men boast; of social success, rarely. Your millionaire, for example,—and millionairism is getting so common as to be almost vulgar,—your millionaire never tires of telling you how he worked the multiplication table until cents became dimes, and dimes well sown blossomed presently into dollars, till hundreds swelled to hundreds of thousands,

and the man who had been a blithe youth but twenty years before, became the possessor of an uneasy tumor he calls a fortune. Once this narrative is begun no matter that you beat your breast with reluctance to hear out the tedious tale, while loud bassoons perchance are calling you to wedding feasts. Pray hear the modern Whittington with patience, good reader! The recital of this story is his main consolation for the boredom of complicated possession in which his life is inextricably involved-his recoupment for the irksome vigilance with which he must defend his hoard against the incessant attacks of cheats and beggars, subscription papers, and poor relations. But the man who has won his way in that illusive sphere we call society sends to swift oblivion all his processes. In society no man asks another, "How did you get here?" or congratulates him on moving among better people than he did ten years ago. Theoretically, society is stationary. Even while breathless from climbing, the new-comer affects to have always been atop.

Outing, in its February number, breaks quite untrodden ground in "Cycling in Mid-Atlantic," a trip undertaken by its special representative, Osbert Howarth, with rod, gun, and camera, through the Western Isles, or as they are more familiarly known, "The Azores." These volcanic relics of a vanished continent yield an unexpected harvest of the picturesque, and their illustration presents for pen, pencil, and camera endless and novel opportunities which author and artist alike have availed themselves of. To the claim that athletic competitions would be more interesting if limited to contests between the finest athletes, J. Parmly Paret replies:

In support of this argument it is stated that as only the best athletes compete in scratch events, the contests would be keener, enjoyed more by the public, and fewer fouls would occur which are now so common in handicap races, in which large numbers of men are started together. Admitting these statements

as a basis of argument, would not such a change take the very life out of athletics? The interest and enthusiasm which is now doing, so much good for athletics comes mainly from the younger and less expert men. From their ranks we get our coming champions, our talent for future seasons.

There are illustrated articles on "Fishing on the Ice in the Sea of Azof," "Undergraduates as Oarsmen at Oxford," "About Curling," "The Active Militia of Canada," "The Poodle," etc.

W. T. Harris, LL.D., in "The Proper Place for the Y. M. C. A. in the Educational Field," gives through the columns of the January Education a careful argument for Christian teaching as a preparation for life-work. In an article on "The Health of Women Students in England," Miss Alice Hayes introduces statistics tending to explode the threadbare argument that a college course is too exacting for the health of women. In conclusion she quotes the words of the English report:

There is nothing in a university education at all specially injurious to the constitution of women, or involving any greater strain than they can ordinarily bear without injury. Women generally pass through it without its affecting their health one way or the other.

Louise E. Francis contributes an instructive article on "Shakespeare's Uncanny Characters," tending to illustrate the versatility of his genius.

The February Atlantic contains a spirited attack on the dilatory course of the United States Congress in dealing with the French spoliation claims. The author of the attack, William Everett, shows in "A Long Unpaid Debt" how Congress assumed the responsibility of satisfying the claims for damages to

our commerce in the last part of the last century, and then follows minutely the course pursued by Congress in dealing with the question, the passage of bills to settle it by one House and another, twice by both Houses, only to meet with a veto; the establishment of the Court of Claims in 1885, the act of Congress bringing this matter under its jurisdiction, the favorable decisions of the court in 1886 and 1887, the failure of Congress to comply with even these decisions. The article concludes with an earnest appeal for justice to be done those who sustained these losses in the pursuit of the only business that saved our national credit. He says:

It is said the claims are stale. They are stale if the Revolutionary War and the surrender of Saratoga are stale; if the alliance with France and the friendship of Vergennes and Lafayette are stale; if the rapacity and corruption of the convention, repeated on the decks of hundreds of French privateers, are stale; if the dignity, the spirit, the patriotism, of Pinckney and Ellsworth, replying to the tricks and blusters of Talleyrand and Rewbell, are stale elements of our early national history. . . . These claimants have waited long. Again and again the cup of justice has been held to their lips and snatched away. . . . Their case has been attacked upon ever-shifting grounds. Payment has been evaded by every dilatory device known to our Congress, so well equipped for hasty legislation, so slow to execute right when party is not concerned. These are addressing Congress once more for justice. Shall they not have it? Shall not the property taken ninety years ago by the nation, in the time of its poverty and weakness, receive its constitutional compensation, and, to use the words of one of the most eloquent champions of the cause, "the last item in the debt contracted to secure our national independence be paid?"

This number contains an interesting article on "Some Unpublished Letters of Charles and Mary Lamb," by W. C.

Hazlitt, also the second paper of "Two Philosophers of the Paradoxical," this time dealing with Schopenhauer. Theodore Roosevelt, in "An Object Lesson in Civil Service Reform," speaks enthusiastically of the actual reform that is being realized, and to sustain his position invites an examination of all the recent records of appointments.

POETS' CORNER.

LOVE AND HATE.

Hate, a destroying lion
With watchful eyes
Lurks on the mountain where
Love's pathway lies.

Truly this lean old lion
Makes fatal choice;
Close-denned, he had escaped
Love's smile and voice.

-I. J., '87.

SNOW-FLAKES.

The clouds are drawn like a curtain dim; The air grows gray and chill; And, behold, a single snow-flake falls Like a star on the window-sill.

Nay, beautiful marvel, you're not a star, But a cluster of roses white, That bloomed in some fairy realm above; Now a spray of lilies bright

And a handful of ferns come floating down;
Frail things, a message you bring;
For I behold in your crystal sprays,
A vision of coming spring.

-M. S. M., '91.

PRIDE IN A SNOW-DRIFT.

As once a Senior came walking by, With stately step and slow, A Junior stood upon the roof And shoveled off the snow.

The calm and reverend Senior said,
With a tone of gentle reproof,
"Say, bold and haughty Junior, say,
You'd better come off the roof."

The Junior answered never a word,
'Gainst needed instruction proof;—
Just then he slipped, and shovel in hand,
The Junior came off the roof.

-Z., '92.

FROM TWO STANDPOINTS.

I.

Four weeks I have basked in the cover Of work I'd not have to make up; But, alas, my good times are all over And test work I now must take up.

II.

For weeks I have tried to give knowledge To a school rather dull at the best, But, soon, I shall go back to college For a happy and much-needed rest.

-Q., '92.

POT-POURRI.

They were engaged. She came to him
With eyes that glowed as hot as Hades.
And said, with angry look and grim,
"I'm told, sir, you have kissed two ladies."

"Why, darling, how absurd your rage!"
He, laughing, cried, "Twas but in fun;
Together add both maidens' age,
"Twould but amount to twenty-one.

Her anger soon was laughed away; She only thought of ten and eleven. Her eyes again shown bright as day, Reflecting there the lover's heaven.

O rogue! Though what you said was true,
She did not know the truths between,
That one of them was only two,
The other temptress—sweet nineteen.

— Ex.

"My thoughts are my own possession; my acts may be limited by my country's laws."

Citizen—"How did your college open this year?" Student—"With a rush."—Puck.

Sulphur and brimstone are on the free list. So is salvation. Now take your choice.— Washington Hatchet.

Minister (entering editor's office)—
"You promised to publish that sermon I sent you, on the subject, 'Feed My Lambs,' but I do not find it in my paper." Editor (looking over the paper)—"Ah-yes-um, here it is. Our new foreman put it under the head of Agricultural Notes, as 'Hints on the Care of Sheep."—Ex.

"Forgive me, dear," he pleaded, as he passed his arm around her waist. "I cannot say truthfully, George, that I forgive you until I know what you are going to do." And as she learned from his own lips what he intended doing she willingly forgave him."

-Philadelphia Times.

Watts—"How is old Gilfillan? Is he out of danger yet?" Dr. Bowless—"I don't know. He died this morning."—Ex.

"I beg your pardon, sir, but is your name Smythe?" Second Gentleman—"No, sir, my name is Smith. You have undoubtedly mistaken me for my son."—Ex.

Some one said that charming Kittie Stopped to chat with Idlepate; Some one said 'twas such a pity Jinks was drinking so of late.

Some one said that some one told him—
Of the truth he could not say—
That Miss Lulu went out riding
With the dominie one day.

Some one's always saying something
That were better left unsaid,
For some time some one will catch him;
Some one then will punch his head.

-Texas Siftings.

"Let us see—a cynic is a man who is tired of the world, is he not?" the young language student asked. "No, no, my child," replied the knowing

tutor. "A cynic is a man of whom the world is tired."—Ex.

"Mr. Smithers," said the minister, won't you give me a little help? We want to send some missionaries out to the heathen." "What's the matter? Are the heathen starving?"—Post.

"Ah, there!" the tenors shriek so loud; "Ah, there!" reply sopranos shrill;

"Ah, there!" roar out the basso crowd; "Ah, there!" the altos softly trill;

And then the choir together sing in one melodious flood:

"Are there no sins to be forgiven or washed away in blood?"—Ex.

Prof. (to student)—"Thomas, what is the gender of the word Bethlehem?" Thomas—"Masculine, sir." Prof.—"On what grounds is it?" Thomas—"Because it is said in I. Kings xi.: 27, that Solomon repaired the breeches of the city of David his father."—Ex.

"The more honesty a man has the less he affects the air of a saint."

"Have you any limb-horn bonnets?" inquired a very modest miss of a New York shop-keeper. "You don't mean leg-horn?" The young lady was brought to by proper restoratives.—Ex.

I pondered what to give my dainty Nell
To make her Christmas beautiful and bright;
All jewels seemed but tawdry, and all else
Was trifling and unpleasing to my sight.
At last I vowed that on that joyous day
I'd give my heart and let what would befallShe took it; then a little silence fell;
And she pouted as she queried, "Is that all?",

I don't believe in special providences. When a mule kicks a man, and knocks him anywhere from eight to twenty feet off, I don't lay it to the Lord; I say to myself, that man got too near

the mule.—Uncle Esek in Century.

-Munsey's Weekly.

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