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Bates College

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THE

# BATES STUDENT.

*Animo et Labore.*

MARCH, 1885.

Published by the Class of '86,

BATES COLLEGE.

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THE

# BATES STUDENT.

VOL. XIII. MARCH, 1885. No. 3.

## Bates Student.

A MAGAZINE PUBLISHED EVERY MONTH DURING THE COLLEGIATE YEAR BY THE

CLASS OF '86, BATES COLLEGE.

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VOL. XIII., No. 3.—MARCH, 1885.



## EDITORIAL.

THE world expects the educated man to be a thinker—broad, profound, and coherent. Moreover he is to consider not alone questions of classic lore, science, and theology; but, especially in a republic like our own, it is of highest importance that he be conversant with the political movements of the day, and, although he may often not understand the causes or the effects, that he be able to advance well-defined opinions, or render intelligent decisions upon them when occasion demands.

We come to manhood with predilections formed more or less by association with our fathers, and these constitute largely the motives to our political action. But should there not be a better motive to the action of men who exercise the right of kings? As a matter of ethics, every important question of our government merits the candid and thorough investigation of each, that support of, or opposition to it, may be the outgrowth of intelligent convictions. Yet how many of us, during the late campaign, critically examined the platform of either party, to ascertain for ourselves if there were in it any rotten timbers?

No one can deny that we have abundant facilities for such investigation. The periodicals of our well-stocked reading-room sufficiently interpret the political movements of the day. Yet comparatively few avail themselves of the privileges which the room affords with the result of a full apprehension of current topics of interest and importance.

A careful perusal of the leading publications to which we have access, will tend to broaden our views, raise us somewhat from the ruts into which we fall by constant application to text-books, and fit us for more active and efficient participation in the events of present and future years.

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In this number we present an article on "Secret Societies," setting forth the evils attending them. In the April number we shall endeavor to present an article on the other side of this question, so that those who are interested in the subject, may have arguments for and against the introduction of secret societies into Bates.

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During the last few years there has been much discussion in the literary world on the propriety of making optional the study of Greek in the college curriculum. Many who claim to be "self-made" men and hence, in their own estimation, wonderfully and perfectly made, have loudly berated the study of Latin and Greek as useless and superfluous. Their cry is, "We want practical men." Hence it is to be inferred that all studies in the college course not directly aiding one in his chosen profession should be discarded.

President Eliot, of Harvard, has lately decided that the study of Greek shall be optional in that college. His decision is worthy of an institution whose course already contains so many electives that a student, disposed to shirk, may be graduated from it even though he has taken nothing but a course in history during the four years.

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The strife for municipal offices has been again waged in our commonwealth, and the smoke of battle having lifted, we observe the scenes which the field presents. Prominently revealed is the power of the dram-shop faction. For, notwithstanding the vast deal that prohibition has accomplished for Maine, we are yet compelled to reluctantly admit that in many parts of the State, the rum-demon, almost unchecked, still enthralls human intellects and energies, and is no insignificant factor in political contests. In one of the larger of our cities, men of both parties united to defeat the Republican candidate for mayor, for the sole reason that in his administration during the past year, he has been severe with the rum traffic. Must not men of character everywhere cry out shame! and combine for the suppression of this monstrous evil? Considering that in the larger part of our Union the state of things is far worse than with us, will it astonish any if a new party, born of such a chaos of injustice, combining the best elements of all parties, shall spring up and acquire sufficient magnitude in four

years to wrest away the position of Chief Magistracy from the rapacious grasp of Republican and Democratic office seekers?

The position of the Rev. Joseph Cook is significant, as, upon the rostrum, before the best culture of Boston, he advocates the formation of a new party. Men may say he is fanatical. But our famous lecturer has hitherto been esteemed, in a high degree, logical and profound. Strange that, now, upon this one question, he should be thought a fanatic. Let us know what mean these things.

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A Freshman on entering college looks forward to the public declamations—his first appearance—with just the slightest sensation of fear which, no doubt, is the precursor of that other sensation, well known but not to be defined, which he feels, when he actually stands before an audience and wonders if they can see his knees shake. The Sophomore is more indifferent. A Sophomore can fear nothing. No, he would lose his reputation. That must be maintained at all hazards. Not fear but apathy is now the stumbling-block to the best possible results from this department of instruction.

It has long been the custom to offer prizes in hope of arousing the students from their timidity on the one hand, and their indifference on the other. But whether the prize system is, on the whole, productive of the best results that any system would give, is a question. The object of offering prizes is to stimulate to greater effort. The influence is, however, lost on the larger part of a class. At least three-fourths of the class know that they stand no chance of getting the prize; for it is invariably the case that there are a few who, by natural gifts, far outstrip the others. Hence the rivalry is confined to a few, and a majority of the class exert only such effort as will ensure making no serious blunders. They labor only, that the reputation of the class may not be wholly lost, and that they may be spared the mortification resulting from failure. In declamations, more perhaps than in original speeches, natural gifts enable the possessor to excel. For in the speech of one poorly trained in delivery we often detect, if no greater excellence is apparent, the signs of labor; and those signs are too often wanting in declamations. If asked whether rewards ought to be set on natural gifts or on earnest labor, who would answer in favor of the former? Yet that is just what is often done, while faithful labor goes unrewarded. The prize utterly fails of accomplishing its end.

If a system should be substituted by which the names of the speakers should be read in the order of excellence, by the committee of award, there would be some harder struggling among the poorer speakers, to avoid the last place on the list, than ever was seen among the better ones for the prize. Then too, the efforts of the better speakers would be stimulated in nearly the same degree as before. The exceptions would be among those who work solely for prizes.

Many of the students dislike the system of prizes and feel as though it

were too much like getting up as the child does, to speak his piece, with the hope of receiving therefor, a stick of candy. Are we grown so puerile that we need a gilded book held before our eyes to induce us to do what our reason should admonish us and our pride urge us to do, viz., our very best?

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We would like to remind our patrons that the subscriptions for 1885 are due, and we hope they will remember that the success of the STUDENT depends largely upon our ability to pay running expenses. Those who have been connected with the STUDENT in former years know that the cost of issuing it is no myth, but a stern reality that must be provided for. One dollar is a small sum, in itself, and those who owe it, doubtless, often neglect payment because of its apparent insignificance. But if three or four hundred are withheld until the end of the year, it makes a great difference with us. So please send along the subscriptions, and cheer the heart of the manager by enabling him to meet his payments as they become due.

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As spring advances, the question begins to be raised as to what will be done about base-ball in the coming season. Already our sister colleges have made arrangements for a series of games to which we can probably be admitted if we so desire. There have been times within the memory of all of us when the students took hold of this matter with earnestness and with a determination to win, and success always crowned their efforts. We can also remember of times when but little interest was manifested in base-ball matters, and, consequently, the men chosen to practice were rather negligent; and in all such cases the result was a complete failure. Now we do not mean to say that by practice we ought to expect to stand in the front rank, but we believe that by taking what material we have and developing it, we can obtain a nine of which, at least, we shall not be ashamed. And we cannot call it failure then, even if we do not excel.

The element of professionalism which is fast becoming introduced into our American colleges has had an evil influence, which we have felt in no small degree. In order to be a member of a base-ball nine of any consequence now, one must spend at least one-half of his time upon the ball-ground. This will do for some, but, in colleges like our own, most of the students are dependent upon themselves for support which necessitates absence from the college work, and no student feels able to devote any considerable portion of his time to base-ball.

Now, of course, if we are to have any base-ball nine at all, we want the very best one we can possibly get; for no other do the students feel ready to support. Let every base-ballist do just what he thinks is his duty in this matter, and nothing more will be required of him. And if we cannot have the champion base-ball nine let us have the best one we can get and help keep alive an interest in this true American game.

## LITERARY.

### FATE.

By I. J., '87.

The offspring of
One happy love,
They called the same spot home.
Their native dale
Told her life's tale;
But, while she ne'er did roam,
From Occident
To Orient
He sailed the seething foam.

Ah! fever laid
That fairest maid
In summer-circled grave.
Now among men
Threescore and ten
Counts he, the captain brave,
Who makes to-night
Our cheeks so white
By starless storm and wave.

### WILL BISMARCK BE A GREATER CHARACTER IN HISTORY THAN GLADSTONE?

By E. C. H., '87.

THE greatness of a character in history depends upon the breadth and permanence of his influence upon human affairs. It is my object to show that the results flowing directly from the life of Bismarck in political changes, national progress, and permanent transformations in his own and surrounding nations, must fill a larger place in history than will suffice for the achievements of Gladstone. In the first place the demands upon Bismarck afforded opportunity for achievements of greater historic importance than have been possible to Gladstone.

Bismarck came upon the stage in Prussia when she was convulsed by revolution, and affairs throughout Germany were strangely complicated. The ancient German empire was extinct, and there remained in its place about forty petty kingdoms, dutchies, and principalities, part of which were loosely banded together, while others were entirely independent, and even among the former there existed such discords and jealousies as made prosperity and power impossible. Besides, the territory was dotted by foreign possessions. Here was a state of things calling for such a genius as Heaven provides for great emergencies. The summons that fell upon the soul of Bismarck was to unite these discordant and separately powerless fragments, and, expelling the foreign powers, to re-establish the German empire, to set it firmly on its feet in the ways of prosperity, and win for it an honored place among the great nations.

The task of Gladstone has been to administer the governmental affairs of a nation long well-ordered and prosperous. There can be no doubt but that one who meets the former of these demands will fill a larger place in history, than he who meets, though equally well, the latter. That Bismarck has met these great needs of Germany, is a matter of history. The whole plan was original with him, and the measures by which the plan was realized were devised and carried into effect by him. Now for the first time the idea of German unity entered a mind great enough to conceive the far-reaching plan by which it could be realized; great enough in its clear intelligence, its dauntless will, and unfaltering faith

in his own ability, in his cause, and in his God, to bring about the fulfillment.

We cannot appreciate the historic significance of this achievement, without taking into consideration the difficulties in his way. Bismarck undertook his great work, not the popular leader of the popular party of a great nation, like his neighbor over the channel, but the already rather unpopular minister of one of the states of a miserable confederation; not the leading state, Prussia was then, in the opinion of the world, hardly to be compared with Austria, and the latter was extremely jealous of her precedence, and opposed with her might every effort to upbuild the one state that could possibly become her rival. Naturally, most of the other factors of Germany sided with Austria, so that Bismarck had against him nearly all Germany, with Austria at its head. He must win over the states and unite them under the leadership of Prussia. It would seem next to impossible for him to accomplish anything in the German councils against such odds; but this was not all: diplomacy forbade him to reveal his ultimate aims, and so his measures were constantly misunderstood, and those who should have supported him, even the Prussians themselves, were among his zealous opposers, and this gave rise to what has been pronounced one of the most remarkable political struggles that ever occurred in history. Bismarck was suspected, maligned, and persecuted; several attempts were made upon his life. There were also forces outside of Germany that opposed Bismarck's scheme. Austria was a stronghold of Catholicism, while Prussia was Protestant, hence he must meet violent opposition from the influence and intrigues of the Church of Rome. Besides, Austria had greater prestige among foreign nations than Prussia. Such changes as Bismarck contemplated must affect the politics of all Europe, and so he had to deal with foreign problems that called for the most skillful diplomacy. Such, in brief, were the incidental difficulties Bismarck had to overcome.

Bismarck desired a union that should include all the German states, but he soon found that no union with Austria could mean anything but submission to Austrian rule. It therefore became necessary to eliminate her. Toward this end he worked long and constantly, withstanding the national council and defending Prussia.

In the meantime, in spite of determined opposition at home, he was gathering and strengthening the resources of Prussia, and bringing into being such a well-organized and finely disciplined army as had not trod the earth since the one that Lycurgus instituted in Sparta.

By his foreign policy he was preparing the world without, for what he was preparing within. At length, when all things are ready, at an opportune moment, war is declared. And one short campaign suffices to set aside Austria. Now, like a reaper binding his sheaves we find him in the field of diplomacy gathering the fruits of the war. Of the states that had sided with Austria he wins every one. And these, to-

gether with six of the most important of the independent principalities he annexes to Prussia, and organizes the North German confederation.

Here is an incipient nation, and Europe looks on with suspicion. The emperor of France resolves upon war. But for Bismarck the hour of conflict had not struck. By shrewd management he causes the declaration of war by France to be deferred till he has bound in closer union the German states, averted the danger of a general conflict of the European powers, and limited the war to the accomplishment of his own ends, namely, the liberation and union of all Germany.

So skillfully and perfectly were his preparations made, that when the war came, not Prussia alone, nor the North German confederation alone, but united Germany met the French; and in such an unprecedented fashion, that the war was one series of brilliant victories for Germany, and an unbroken succession of defeats for her enemy.

Bismarck settled relations with the conquered in a manner full of forbearance to the sensitiveness of the French, but going not one step further than the interests of his country would permit. He took from France enough territory to give Germany a defensible frontier, thus insuring her against future outbreaks of the French passion for war and revenge. This put an end to the influence France had had over parts of Germany, removed one of the chief causes of the degeneracy of the former German empire, and gave a necessary element of perpetuity to the government he was about to organize.

After the Franco-Prussian war, came the glorious consummation toward which Bismarck had long been toiling. By years of wise diplomacy, and two perfectly arranged and successful wars, he had created a feeling of respect for Prussia and made it possible to bring together in one, the thirty-nine discordant states of Germany. During the enthusiasm over the results of the war with France, in which he had engaged the states, he seals their union and gives them a new form of government. Both the independent parts and the foreign possessions that had broken in upon the German territory are now added to her strength and she has pushed her boundaries across the Rhine. The king of Prussia has become emperor of Germany, and the prime minister whose administrative and diplomatic talents have wrought such changes, the emperor has raised to the rank of prince, acknowledging him the source of Germany's wonderful advancement.

Up to this time, Bismarck's character had been fearfully misrepresented, but now his countrymen began to understand him, and to glory in him.

With Bismarck's splendid achievements in his foreign policy, and in creating a power of the first rank, there is nothing in the life of Gladstone to compare. But now that we come to notice the changes these two have wrought in the internal status of their respective nations, comparison is possible. Here, as in the other field of political activity, Bismarck has done more than to keep the existing state of things from falling into decline; he has made great changes for the better, which

history will record. Bismarck has not stopped with making a nation, but has ministered to her strength and perpetuity by internal reforms. The increase of prosperity in Germany during his administration has been astounding. Why, in three years, from 1880 to 1883, the value of exported manufactured products alone, increased nearly twenty-two and a half millions of dollars. Says Bishop Hurst: "There has been a wonderful coming up in the general industrial life of Germany since the consolidation of the countries, and the leadership of Bismarck has thrust new force into every part of the national civilization." Bismarck has been victorious in what is called the struggle between the German state and the Roman church, and has blessed his country by expelling the mischievous Jesuits from Prussia, and subjecting Catholic authority to civil law. Bismarck does not forget that the amelioration of the condition of the working classes is a crying need throughout Europe; and he has not tried to get rid of his paupers by sending them to America, but has taken straightforward, telling measures to improve their condition at home, so that they may not wish to emigrate. A few years ago, on an average throughout Germany, to a territory of 40,000 square miles—not much larger than the State of Maine—there were 100,000 professional beggars; but now beggary, and the need of it, are abolished throughout the empire.

Now we ask, what great changes like these has Gladstone brought about in his domestic administration? Has he instituted a new and better order of things in England? Can we truly say of him, as we can of the great German statesman, that his administration has been the period of greatest advance in prosperity his country ever knew? If that is true of a prime minister, he will certainly be memorable in history. Can we say that there has been any advance in prosperity at all? This is a time of distress in thrifty England. Her agriculture has gone to the verge of ruin during the administration of Gladstone. And in spite of her advantages in that direction, this is a time of great depression among her manufactures; while the suffering condition of her laboring classes, without political power, without free schools, made to bear the weight of all the business calamities that fall on other members of society—this calls for such prompt, wise action as that by which the poor of Bismarck's country have profited. As for Ireland, her notoriously bad condition has all along been growing worse. Gladstone's liberal administration has failed to accomplish what its friends expected of it and is losing its favor with the people. And it will be chiefly remarkable in history for the good works it has attempted, and failed to perform.

Our relations with England, our mother country, are such, that what is English is familiar and of interest to us. She is our neighbor, while Germany is remote. If Bismarck and Gladstone were characters of equal importance, Gladstone would, by reason of his nearness to us, appear to be by far the greater of the two.

Opponents may say—and they will have no lack of lying authority for the statement—that Bismarck was wild in youth, unscrupulous and tyrannical in manhood, and we may be told that his personal character will affect the estimate history will put upon his work. Granted that it will, but not to *lessen* the estimate. The great physical force, strength of emotion, and energy of will that were to distinguish him in after life, demanded and found vent in the sports of the young nobleman. His renowned invincibility in duels was as creditable to him in the German university as uninterrupted victory in any other athletic sports would be among American students. Though before the serious work of life came upon him he expended the exuberance of immense natural force in the sports of youth, he was never vicious. Dr. Bonnell, in whose family young Bismarck boarded while away from home at school, and who gives him the highest praise for his conduct while an inmate of his house, says: "He was in every respect charming, and won our hearts."

The readiness with which arguments against his character are sometimes listened to is the result of his long exposure to the abuse that men heap upon their political opponents. Few men have been more grievously lied about than Bismarck. What has lately been going on in our own country helps us to imagine how, as a politician, he was abused by his countrymen. But in his case there was not one party running him down, while another, of equal influence, supported him; the public sentiment of the whole country was for years against him. And not his own country alone, especially as the Roman church had long striven to destroy his influence. And the thin lies that the French retailed against him were limited only by the capacity of their corrupt inventiveness. A fair record of his life shows him to be a true man, a tender husband and father, and a conscientious Christian. In a letter to a friend he says: "I hope that in the dangers and difficulties of my calling, I may be enabled by His grace to hold fast that staff of humble faith by which I try to find my way, and this confidence shall neither harden me against the rebukes of friends, nor make me angry at unkind and unjust judgments." Why did Bismarck toil heroically on in the face of such cruel opposition, gaining neither wealth nor honor, but hatred? Because it was what God demanded of him, and his country needed. He says himself: "Were I no longer a Christian, I would not remain an hour in the king's service." Listen to the opinion of one of his prominent countrymen: "Those who understand Bismarck's career most thoroughly, have come to regard him as one of those great heroes, endowed with divine genius, who appear from time to time to direct the force and life of their nation into new and higher channels.

I think it was conceded, at the outset, that the effect that the life of a statesman has upon the world, constitutes the historic significance of his career; and that this effect depends upon the demands, or occasions, for his action, and the way in which he meets these demands.

We will now sum up the reasons

why the effects of Bismarck's life will be seen by historians to be greater than those of the life of Gladstone. Bismarck was called upon by an extensive need to build a ship of state, and pilot it through a wonderfully stormy and danger-beset sea; to virtually create a nation; to bring about liberty and prosperity within, and power without, where there was neither; to make a great change in the whole political aspect of Europe. All this he has done. Gladstone took the helm of a ship of state, the staunchest and best equipped the world has ever seen, and he has sailed comparatively smooth seas. There have been just three demands of crying need for great special achievement from him, viz., to uplift Egypt, to pacificate Ireland, and to ameliorate the condition of England's working men; though attempting all, not one has he accomplished. Yet just compare the vast resources and host of backers with which he undertook to execute these demands, with the dearth of resources and lack of supporters, in spite of which Bismarck accomplished such marvels. Suppose Bismarck had not lived, how different would be the map of Europe, and the history of the last thirty years, and of the years to come! Suppose Gladstone had not lived, in what important particular would history be changed?

I do not anticipate that the gentlemen on the negative will try to make it appear that the achievements of Gladstone are more important than those of Bismarck. They will be likely to talk of his abilities and good qualities that make him deservedly popular among his contemporaries. I have neither necessity nor disposition to abate one jot the grandeur of Gladstone's personal character, nor the brilliancy of his political and literary works. It cannot be shown that these evince any such greatness as do the works of Bismarck. Men of the present time who observe, and are capable of judging, regard Bismarck—to use the words of ex-Governor Long—as "the man of mightiest muscle and intellect of his own country or any other, of this age." When men come to know him thoroughly, they see not merely the "man of iron" his life of constant overcoming makes him to appear, but their hearts are drawn by the gentle, affectionate, and Christian side of his nature; in the words of an old friend of Bismarck's, "The few that understand him love him above all the world." And when History, that judges men by the originality of their achievements and the greatness of the changes they have wrought and the heroism they have shown, shall have summed up the works of these two, must she not accord the larger place to that man who has originated the most remarkable plan of his age; who has wrought out the mightiest upsetting and setting up Europe has known since Napoleon the First; and all in the face of such opposition, hatred, and persecution as a statesman has seldom been called upon to endure?

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It is said that Williams College for the season of 1885 will put in the field the best nine the college has ever had.

## WOODLAND ECHOES.

By W. H. H., '86.

As I wander in the woodland,
In the haunts of bird and flower,
Where the streamlet gently murmurs,
Winding through a leafy bower;

Long I listen to the echoes,
While the birds sing loud and clear;
Long I strive to catch their import,
As they fall upon my ear.

From the thicket in the distance
Comes the robin's cheery tone;
Echoes, now, that tone repeating
Make its gladness all their own.

Mournful sounds the cuckoo's story,
Through the forest aisles so fair;
Sad are now the Echoes' voices
Borne to me upon the air.

Every note of joy or sorrow
Has its echo in the glen;
Every sound within the forest
Going hence, returns again.

So, I think, in life's grim contest,
While we strive to win the goal,
While we struggle onward, upward,
Tired in mind and sick in soul;

Every word the tongue expresses,
Every thought the mind cons o'er,
Every wish for good or evil,
Echoes on the other shore.

## SECRET SOCIETIES.

By W. V. T., '82.

The moral sentiment of mankind in all periods of tolerably enlightened morality has condemned concealment unless when required by some overpowering motive.—*John Stuart Mill.*

PROF. SIMEON E. BALDWIN, in his quiet aristocratic way, said, on opening the law school of Yale College in the fall of 1883: "The great need of Yale is debating societies; we have no societies in college that give practice in extemporaneous speaking, and, considering the importance of such practice, I advise the students of this (the law) department to give their earnest support to the Kent Club."

Professor Baldwin thus gives the result of a struggle, short but decisive, between debating and secret societies in Yale College.

In the old days when Theodore Woolsey instructed the undergraduate, when Calhoun, Benjamin, and other fiery Southerners came North to complete their education, Yale had two prosperous debating and literary societies, the Linonia and Brothers, much like the Eurosophian and Polymnian at Bates.

The ebullient spirit of the students became dissatisfied with the solid Puritanic methods that had formed some of the most versatile men and brilliant debaters ever seen in this country, and sighed for new combinations of pleasure where the mantle of darkness was thrown around questionable conduct and secrecy took away that stimulus to exertion which is found in the criticism of open societies. The secret societies and fraternities of Yale were established, and the two literary societies have long since ceased to exist and would now be forgotten, were it not for their libraries which stand under their respective names as enduring monuments to their tendency towards the highest culture.

Scores of fraternities and secret societies have grown up to fill the places of these two organizations; many have arisen only to fall and become utterly extinct, leaving no evidence that there ever was a book within their sacred halls. Large sums of money have been expended to build tomb-like struct-

ures for those that remain; to surround them with walls through which no ray of sunshine ever penetrates, and make them appear what they are in fact, mausoleums of genius and refinement. The curiosity of the traveler, visiting New Haven, is aroused by the number of these somber-looking buildings, and with sufficient inquiry he may find out the names of the societies owning them; but if he asks what office they perform in the economy of the universe, or what end they serve in the great work of education, he is met by a blank stare which plainly indicates that these societies do not deal in what the people of the nineteenth century are pleased to call enlightenment.

Referring to the relative merits of debating and secret societies, Hon. Wm. M. Evarts said in a speech at the alumni meeting of Yale, in 1873: "These two great debating societies—the Linonia and Brothers—furnished for the field for open and manly debate what could not be found in the small numbers and limited opportunities of the secret societies. They prepared the young man to withstand frowns and hisses, as well as applause, and turned out men who could meet an adversary in debate without flinching. All this is wanting, now, and cannot be supplied unless the old societies can be restored."

The testimony of college presidents and professors from all the principal colleges will show the general rule to be as indicated by Yale; that the two uncongenial elements of debating and secret societies can not exist together and that the debating society is invariably driven to the wall.

Prof. Tyler, of Amherst, says: "The rise of the new Greek letter fraternities has obscured the light and glory of the old literary societies in nearly all the colleges."

Dr. Howard Crosby, chancellor of the University of New York, says: "We have no hesitation in writing secret societies among the quackeries of the earth, a part of the great system by which the mud-begotten try to pass themselves off as the Jove-born;" and further on in the same paper: "I believe I am right in asserting that in most of our colleges the literary societies (most important helps to the student in composition and oratory) have been utterly ruined, except as alumni centers by the secret societies."

One is not obliged to look far for reasons why the fraternities drive out the literary societies. One society is all that a man can well support without neglecting his other college duties. One evening per week is as much as the student can profitably give to society work, and the fraternity, with its tendency to good-fellowship and relaxation, will invariably take that one evening, leaving the debating society out in the cold.

In the matter of expense, too, any one who has held offices in debating societies, knows too well that the funds come in slowly, and it is probable that the fraternity, with the loyalty that active competition would establish, would draw largely from the fund that should go to the debating society. Rooms must be provided, in which the fraternities meet, refreshments must be served, badges must be bought, which indicate nothing, unless it be a lack of

common sense in the wearer, and in many ways habits of extravagance would be fostered, which would not only make the contributions to the open societies much smaller, but also in many cases, render it impossible for young men depending upon their own resources, to obtain a college training.

The claim that being a member of a fraternity will help a man after leaving college has no foundation in fact. No membership of a secret society is recognized as a legal tender in the commerce of the world. Young men with the verdure of college life still concealed about their persons, and some enthusiasm for secret societies, are incapable of helping any mortal, even themselves; while the middle-aged men, who do the world's business, have forgotton that they ever belonged to a society. Thousands belong to the fraternities with whom it would be questionable policy to associate, and students ought to be able to find a higher plane of friendship than the possession of a few worthless secrets.

At the present time efforts are being made in the older colleges, by the professors, and in many instances by the students themselves, to abolish the secret societies, or to restrain their pernicious influence; and considering the many evil tendencies of these institutions, it would seem to be the greatest folly to introduce them into colleges where they are unknown.

The Harvard Shakespeare Club is planning to give a public representation of the first three acts of *Julius Cæsar* some time this spring.

## MORNING SONG.

(*From the German.*)

By A. E. V., '86.

The stars with their golden light
  Have faded from the sky:
Escaped full soon is the night;
  The morn is pressing nigh.

Now doth deep silence reign
  O'er every hill and dale,
Yet dewy branch retain
  The singing nightingale.

She sings the praises that be
  To that high King of all
Who, over the land and sea,
  Lets the beams of plenty fall.

Away has the night been driven—
  My children, do not fear!
For to those who have upward striven
  Will the Father of Light appear.

## TEACHING AS A PROFESSION.

By W. H. H., '86.

AMONG the many questions that confront the student as he nears the day of graduation, and occupies much of his thoughts even in the earlier days of his course, is that oft-repeated question, What profession shall I embrace? This question, seemingly so easy to answer, is one fraught with momentous interests; for on the choice made, depend, in a great degree, the future success and happiness of the chooser.

As the student leaves the halls of his *Alma Mater* and looks out upon the busy world around him, he sees many fields for usefulness. The law, with all its allurements, so dear to the hearts of most young men, beckons him on and promises to give him abundant success and to crown him with the honors of the jurist, the statesman, and the orator. The ministry holds out to

him its extensive opportunities for doing good in every form, and for elevating fallen humanity; it also presents to his logical mind the intricate labyrinths of theology, and invites him to enter and explore. Medicine urges him to devote his life to restrain the encroachments of disease and death, and to alleviate the sufferings of mankind. The other professions in order pass before him and present their respective claims.

But while all these dazzle and bewilder him, he rarely considers teaching as his future occupation, or if it enters his mind, it is generally after all the professions have been discussed. This leads us to the following questions: Is teaching a profession? Ought it to be a profession? Will it become a profession?

In answering the first question, considering it with reference to our country and bearing in mind the common acceptance of the term profession, it seems that every candid person who has given the subject careful consideration, must answer in the negative. Who constitute a large portion of our teachers? In schools of low grade they are largely either those who are wholly unqualified, or those who engage in teaching as the handiest and best employment, while they await an opportunity to engage in an occupation more congenial to their natures. They are scholars from the district schools, teaching to "polish off" their education; young ladies, teaching because it is a more genteel occupation than house work; students, teaching to pay their expenses; future lawyers and doctors, teaching during a lull in their studies, or until business arrives. Some of these make the best teachers, but they would be still better under other circumstances.

There are many exceptions, thousands of noble-minded men and women, who, amid trials and discouragements, unsustained by the sympathy which they deserve, hampered by insufficient remuneration, which many a day laborer would blush to receive, struggle on in their high calling and give their lives to the advancement of others. These are the persons who would make teaching a profession were it not for the dead weight of thousands of little interest and of less ability. All honor to these noble workers, and may their numbers be continually increased!

In schools of higher grade, owing to the special adaptation and training required, the percentage of the unqualified is, of course, smaller. Yet how is it with many of these schools? In some, especially in denominational schools, we find superannuated ministers, who, having spent long and useful lives in the service of the gospel, in consideration of these services are retired by their denominations to a professorship, and thus pass the remainder of their lives in dispensing knowledge. In others, we find men who, having tried almost every occupation, intellectual and physical, and having failed in all, at last have become convinced that they were designed by nature for the high office of teaching, and thus inflict their ignorance and antediluvian methods upon the younger generation. All this must be swept

away, and many faults in our system of education must be remedied before teaching can take its place as a recognized profession.

There can be but one answer to the question: Ought teaching to be a profession? The best interests of scholar and teacher demand this. A man possesses a mass of pure gold and diamonds of extraordinary value. He wishes the gold wrought into an article of the most delicate workmanship, most exquisite beauty, and surmounted with diamonds. He does not intrust the gold to an inferior workman, but seeks a goldsmith of marked ability, one who unites the taste of a true artist to the skill acquired by years of experience. This man produces an article of the greatest beauty, the admiration of all who behold it. The diamonds are not consigned to a bungler, one who at the outset would shatter the priceless stones; they are rather placed in the hands of a master in diamond cutting, who by his taste and skill develops the hidden beauty and value of the stones, and brings forth the perfect gems.

The mind of the scholar, in its capacity to receive and retain impressions, resembles the unwrought metal. The moral faculties in value and position resemble the diamonds. This mind with its undeveloped powers and all its vast possibilities is intrusted to the teacher, whose duty it is to develop its full strength and mould it into perfect symmetry and beauty. If, then, the precious metal can be consigned only to a man of the highest skill, can the priceless mind of the child be intrusted to a person of less skill, or to one who regards teaching as an inferior occupation? Can any means be neglected which will tend to raise the standard of instruction and thereby produce nobler and better results in the world of education?

But aside from the momentous public interests involved in this question, the interests of teachers themselves demand that teaching shall be recognized as a profession. Under the present loose laws and customs, while the country swarms with myriads of teachers who engage in the occupation without any special preparation or interest, those who wish to devote themselves wholly to the cause of education, labor under peculiar disadvantages. What then would be some of the advantages from the teachers' standpoint?

It is perhaps sufficient to give four reasons why, with reference to the teacher, teaching ought to be a profession. It would tend to raise the grade of teachers and would thus be of incalculable benefit to the whole class, and, indeed, to all classes. It would give an added dignity to an occupation already dignified by having among its followers many of the most distinguished men the world has ever seen, and thereby would draw to the profession of teaching thousands of competent persons, who otherwise, by the allurements of position and honor, would be led away to other professions.

It would have a direct and salutary effect upon the teacher's salary. It is a well-known fact that in this country, teachers are greatly underpaid. There

is no profession or business, recognized as among the leading occupations, in which a man cannot secure greater financial results than with the same ability he can obtain in teaching. Although this has little weight with the true instructor, all must acknowledge it to be a gross injustice. Make teaching a profession, give it the same safeguards and limitations as are given to medicine and law, recognize it as equal to those professions, and this disgrace to American civilization will be blotted out.

It would increase the facilities for educating teachers. If to become a teacher one had to pursue a special course and to pass examinations as rigorous as those required by law for the lawyer and physician, each person on deciding upon entering the profession would look about for the best means of fitting himself in his department. More extensive training schools, adapted to the requirements of the times, would have to be provided. Thus a new class of professional schools, equal in rank to our best law and medical schools, would be established.

The question, Will teaching become a profession? must be answered in the affirmative. In support of this assertion it may be said that the public demands it; and the demands of the public, though long resisted, must be met at last. The present is witnessing remarkable changes in this direction. Some of the leading universities of our country, as Johns Hopkins and the University of Michigan, have departments of teaching, and others will follow. Educational publications are doing a noble work in their sphere. Teachers' associations, or pedagogical societies, are uniting the best teachers of the land and are showing that "in union there is strength." The cast-iron methods of the past are giving way to the new theories and methods of the present, giving more scope to individuality, and thus making a professional training more necessary than ever before. The world may well look forward to the time when teaching shall be even higher in dignity and importance than it is at present, when it shall be regarded and treated as a profession; and when there shall be a more perfect school system and a more general diffusion of knowledge.

## COMMUNICATION.

*To the Editors of the Student:*

NEW ORLEANS, LA., 1885.

Many articles have already been written, and many more will be written, upon the subject of this communication. But since different observers see the same things from different standpoints, and describe them as seen; since the reader must see with the writer's eyes, a sketch here may not be out of place.

The main object of our visit to New Orleans is the great Exposition. But the city itself, with its crescentic and precarious situation, its long and checkered history, its motley population, cannot be passed through unnoticed. Via the L. & N. R. R., we enter the city on the south side. Once

out of the car, we find ourselves standing close by the side of "the Father of Waters." Turning our eyes from the waving yellow mane of the roaring lion, and looking a little inland, we get our first notion of Louisiana's chief industries. As far as the eye can reach, we see the river's edge, bordered with barrels of molasses, hogsheads of sugar and bales of cotton.

Turning and facing a little to the north-west, we look up Canal Street, the principal business thoroughfare of the city. At the first glance, we take in the purport of the phrase, "levees along the Mississippi." Going from the river into the city, we sensibly descend. We learn that the central portion of the town is about eighteen feet below the river's level. Then we can readily believe the stories the inhabitants tell us about seeing gondolas plying through the streets, and neighbors going visiting in canoes. As we pass on through the more retired and less fashionable streets, we can not wonder that small-pox has become perennial, and that yellow fever returns with spring. For squares the streets are paved with a black, sticky mud,—in many places more than a foot deep,—which appears never to be other than mud. In the gutters, on either side of the streets, stands water of a ripe old age, bearing the burden of years. This must be so, for there are pools of this stagnant water at the street corners, and under culverts, in which large fish may be caught—thus say the natives. Our only wonder is that there are people enough left living to bury the dead.

A stranger soon learns, too, that the place can easily sustain its reputation for producing mosquitoes. It may seem incredible to a Maine man, but it is true that we are compelled to sleep beneath mosquito bars, it being now mid-winter. We have made no inquiries as to how the people protect themselves against these animals in summer.

But we must not lose sight of our main purpose. To the west, about five miles from the principal portion of the city, are the Exposition grounds. Leading to them are three lines of horse-cars, the St. Charles, the Prytania, and the Snake. Being nearest to it, let us take the St. Charles line. On our way, we find that the Crescent City, as other places, has at least its bright spots, if not sides. It has been said that St. Charles is one of the most beautiful streets in the world. Along this line we pass gardens that keep their blossoms throughout the winter; we pass beautiful white mansions, whose bright glare is mellowed by veils, made of vines, woven by Nature, with the assistance of her imitator—Art. To view some of these magnificent residences, we have to look between yellow globes that hang thick upon the boughs—hang there until forced from their places by "the blossom beloved of brides." In this matter of "hanging on" too long, the oranges copy from their superiors, they don't give their younger brothers and sisters a fair chance.

What with mules and dummies, we have been hastened by these inviting scenes, and stand at the north gate of

the Exposition grounds. Having passed through the registering gate, with *a coup d'oeil* we endeavor to survey the exterior of the World's Fair. We are at once impressed with its magnitude and grandeur.

Just in front of us stands the government building, with proportions worthy its name. Beyond this, but not hidden from view, is the main building, which boasts of being the largest one of the kind the world has constructed. To the right are the mill and machinery buildings, filled with the wonderful products of American inventive genius. To the left we gaze admiringly upon the "Artistic Art Gallery," with its Grecian porch and Ionic columns. A little further down, hammers are ringing upon the Mexican building, fashioning it after its national architecture. Well removed from this, the eye rests upon horticultural hall; one part, filled with plants, might not blush to be called the garden spot of the world, the other containing broad tables, heavy laden with golden fruits of sunny climes—Florida holding the first place, California coming on apace.

Portions of the grounds present a pleasing aspect. The broad avenues stretch across a vast plain, which by its verdure, bespeaks June rather than January. Along either side of these avenues stand the ever living southern forest kings—live oaks—towering aloft as if ambitious to deck their brows with celestial gems. Their elegant green robes are handsomely trimmed with gray Spanish moss, unequaled in richness and grace, as it is stirred by the gentle zephyrs. These monarchs present an exterior of youth and beauty, strangely contrasted with age and veneration—a picture fit to inspire a poet.

Having taken a hasty glance at the surroundings, we step inside the government building. Here are indeed things too numerous to mention. Uncle Sam occupies the central position, displaying his wares from the Patent Office, relics of wares and exploring expeditions, models of lighthouses, etc. Around him, occupying spaces proportionate to their size and wealth, are arranged his forty-eight children, ten of them not yet of age, all endeavoring to show excellence in something. The Western States take the lead in cereals. The Territories are richest in minerals and precious stones. While Nebraska boasts that "corn is king," and tells in bold figures of her yearly millions of bushels of all kinds of grain, she delights also to tell of her school children, schoolhouses, school teachers, school fund—the hope, safety, and glory of the country. As if in keeping with their geographic position, the Middle States strike the golden mean in a great variety of industries. The New England States excel in machinery and manufactured products. The Southern States are *going* to show cotton, rice, and sugar. But, although nearest, they are, as usual, away behind, several of them exhibiting little but bare boards as yet. There is a spacious gallery extending the entire circuit of the building. This is occupied principally with educational exhibits.

Here can be seen work executed by pupils in all grades of schools, from the kindergarten to technological.

Having paid a flying visit to all parts of the Union, we leave its confines at the south end. A few minutes' walk brings us to the main building. We stop in front of the door to take a comprehensive view of the structure before us. It stretches away to the right, it stretches away to the left, it stretches away toward the skies. Its immensity is grand and awesome. We cross the threshold. We stop again to behold what manner of house we are in. The view being broken by pyramids of exhibits, we cannot see distinctly to either wall, except the one behind us. The eyes turn admiringly up to the semi-transparent roof, that covers 1,656,030 square feet of surface. In hunting words to express his thoughts, our companion says, "I say, Jim, it's a big thing, isn't it?" And if we reply that, "It's as big as all out of doors," the hyperbole might be excused.

But we want to know what is within these colossal walls. As we saunter down one of the broad aisles, we discover that these acres are covered with exhibits of individuals, firms, and foreign nations. To the right are two large shafts, extending the whole length of the building, propelled by several ponderous engines. By means of belts and pulleys a great variety of machines is attached to these shafts. Here we are in a vast factory, where one can order almost anything and watch it through all the processes of transformation, from raw material into an article complete.

To the left is our own eagle, among stars and stripes, keeping company with his two-headed cousin from Austria, and the lion from England. On every side, within speaking distance, are to be seen the ensigns of all nations—the three colors of France, the royal crown of Belgium, the triumphant standard of Germany, the white and blue of Greece, the white cross of Italy, the crescent of Egypt, the star and crescent of Turkey, the yellow and blue of China—these and many more in a friendly contest for the prize. The spectacle befittingly suggests "The sisterhood of nations."

Although the Exposition has fallen a good deal short of what was expected, has been greatly behind in preparation, and even now the atmosphere of success is not unmixed with elements of failure, yet there is enough to educate liberally all who know how to use their eyes. Come and see. It will pay to spend a few weeks looking at the practical and industrial side of the *world*.

Fraternally yours,

W., '84.

Prof. Tyndall, who delivered a course of lectures in this country, about fourteen years ago, gave the entire sum realized from his lectures, $13,000, for the benefit of American students wishing to prepare themselves abroad for original research in Physics. As there has been a scarcity of suitable candidates, the fund has increased to $30,000. It is in charge of Prof. Baird, of the Smithsonian Institute, at Washington.—*Ex.*

## LOCALS.

NO GO.

Ah, my pretty, dainty Martha,
Don't you know I love you, say?
Will you let me come a-wooing?
Pretty Martha answered Nay.

Would you like to have me leave you?
Go and leave you all the day?
Go and love some other maiden?
Pretty Martha answered Yea.

But if I should stay and love you;
Come and woo you all the day;
Don't you think you'd take your lover?
*Pretty Martha walked away!* W.

The Junior Quartette sang very acceptably at the reception given to the clerks by the Y. M. C. A.

Prof. (in English Literature)–"That finishes the discussion of Bacon; Miss Ham, you may recite."

Prof. (to Freshman who gaped very extensively in his face)—"Now, now you looked as though your whole soul came right out." Subdued attempt for an *encore*.

A model recitation: Prof.—"Mr. B., you may recite. Did the lesson go any farther than the tenth chapter?" Mr. B.—"No, sir." Prof.—"That is sufficient; you may sit."

A Junior (who evidently blows neither for, nor in the band) was recently heard to say: "I'll give five dollars towards building a band stand on the other side of the mountain."

An old farmer who was driving by the college the other day heard the college band practicing. He brought up his horse with a "Whoa," and hailed a student thus: "Does the Salvation Army stop here?"

Student (to Professor in Political Economy)—"What actuates legislators to make such laws on the tariff?" Prof.—"I can best answer by using the common expression, "The Lord only knows, I don't."

Mrs. Partington again: A student who is teaching writes of meeting a man whose wife had just left him. With a long face the man ejaculated: "Well, teacher, my wife has anteloped and I'm pretty solemn."

Prof—"If you dig down deep enough into the earth what do you come to?" Student—"Mineral." Prof.—"No; water, don't you?" Student (who is noted for crawling out of small holes)—"Yes, sir; I meant mineral water."

Senior (who has just gone to the mirror and suddenly thinks of something which makes him burst out laughing)—"I always see something ludicrous in everything." His Chum—"I should think you would when you look in the glass."

Four of the Juniors who wished to extend their acquaintance beyond the college walls, recently accepted an invitation to attend a party in Auburn. The boys seemed to enjoy the company and to appreciate the talkative powers of the high-school girls.

Would that all young men were as true to their friends as the boy who was lately heard to say to some girls who were very talkative to him, although strangers: "You're trying to mash me, ain't ye? I've got one girl to home and it's mean to deceive her?"

At the convention of the college Young Men's Christian Associations,

held at Cambridge, all visiting delegates were provided with entertainment. Strange to say, the representatives from Bates were lodged with the chairman of the city overseers of the poor, and next door to the police station.

As usual, the 26th of February was observed at Bates as a day of prayer. All the services were well attended. In the afternoon service prayers were offered by Rev. J. J. Hall and Rev. Mr. Howe. The sermon to the students was preached by Rev. Dr. Westwood.

The following have been selected to take part in the Senior exhibition: C. A. Scott, A. B. Morrill, W. B. Small, J. M. Nichols, E. B. Stiles, W. V. Whitmore, D. C. Washburn, C. A. Washburn, F. A. Morey, C. T. Walter, A. F. Gilbert, and Miss A. H. Tucker.

Wanted—A very small basket to hold contributions from the students. One hundred new subscribers. Three feet less snow on the campus. Something else but interest in base-ball. Less noise from the band during study hours. A little more elbow room in the German recitation room.

Many of the boys who witnessed the appearance of Margaret Mather as "Juliana" in the play "Honeymoon," were slightly disappointed in the acting. Miss Mather sustained her excellent reputation as an actress, but could have better shown her wonderful power in some Shakespearean play.

Evidently the old book-peddler, who occasionally visits us with his basket of poems, does not keep well informed in regard to theaters. A few days ago one of the boys asked him if he didn't wish to buy a ticket to Margaret Mather. He replied: "No, I ain't going that way; which road is it on?"

A few days since, a Junior, who possesses a slight whisker under his nose, called on President Cheney. After the usual greetings, the President, mistaking him for a new Theologue, inquired for his name, and, on being informed, said: "Why, Mr. F——, your moustache has changed you so that I did not know you."

MORE DOGGEREL.

My chum he sits on his vertebra
With his feet a foot higher'n his head;
The jingling rhymes that flow from his pen
Would make most rhymers with envy red.

His ghastly smile as he makes a stab
On some poor Freshie's country gab
Would make most Sophs with envy green
And draw a blush on many a Sen.

One of the Professors, who was much disturbed by hearing young men sing Salvation Army songs in the dead of the night, caused an investigation to be made in order that the offenders, if students, should be reprimanded. Imagine his surprise when he learned that the guilty parties were reckless Theologues!!

At the recent annual business meeting of the Bates Brass Band the following officers were chosen for the ensuing year: President, H. M. Cheney, '86; Vice-President, R. E. Attwood, '85; Secretary and Treasurer, F. W. Chase, '87; Leader, E. W. Whitcomb, '87; Executive Committee, Charles Hadley, '86, C. S. Pendleton, '87, and C. W. Cutts, '88.

The students turned out almost to a

man, on March 19th, to attend Stoddard's lecture—"The Castle Bordered Rhine." That it was a subject well suited to the eloquence of such a speaker as Mr. Stoddard, and that it was well adapted to the tastes of the large audience, was testified to by the careful attention given throughout. Mr. Stoddard did indeed suit "the word to the action and the action to the word." His language in describing the river and its scenery, and in relating its legends, rivals even Longfellow's description of the same, in "Hyperion." It is to be hoped that the success of this lecture will encourage the starting of a course of lectures in Lewiston.

A group of students were engaged in jumping a few days since, and one of them was swinging his arms in preparation for a mighty leap when he was checked by the sight of a Prof. trying to get by. "Hem, I beg your pardon," said the Prof., "I fear I have rendered your saltatorial effort abortive." Student (in an undertone to his chum)—"You write those words down, Charl, and we'll look 'em up sometime."

Several Sophs received an invitation not long since to a party. Thinking to make a proper show they borrowed some tall hats of the Freshmen and presented themselves, much to the discomfiture of some of the town boys, who seemed to think they had come to get their girls away from them. While the Sophs were making merry within, said jealous beaux played foot-ball with the tall hats and finally soaked them in water and set them out to freeze. Thus sayeth rumor.

The prize declamations, by the first division of the Sophomore class, were held at the college chapel, on Wednesday evening, March 18th. The program was as follows:

MUSIC.—PRAYER.—MUSIC.

The Charge at Eckmuhl.—Headley.
A. S. Littlefield.

Second Inaugural Address.—Lincoln.
Fairfield Whitney.

The Quarrel Between Brutus and Cassius.—Shakespeare. Nannie B. Little.

Eulogy on Wendell Phillips.—Curtis.
E. C. Hayes.

MUSIC.

The Men and Deeds of the Revolution.—Everett. L. G. Roberts.

Extract.—Hayne. *G. M. Goding.

Verres Denounced.—Cicero. P. R. Howe.

Heroes of the Land of Penn.—Lippard.
E. K. Sprague.

The American Flag.—Beecher.
H. E. Cushman.

MUSIC.

Centennial Address. Story.
I. A. Jenkins.

Toussant L'Ouverture.—Phillips.
J. W. Moulton.

Extract.—Clay. E. W. Whitcomb.

Hervé Riel.—Browning. Nora E. Russell.

*Excused.

MUSIC.

DECISION OF COMMITTEE.

COMMITTEE OF AWARD.

A. B. Morrill, C. A. Washburn, F. A. Morey.

Miss Little and Messrs. Littlefield, Hayes, Roberts, Cushman, and Moulton were selected for the prize division.

## PERSONALS.

ALUMNI.

'67.—W. S. Stockbridge is the popular and efficient superintendent of the Industrial Home School, Washington, D. C.

'72.—A. M. Garcelon, M.D., has been elected alderman in this city.

'72.—G. H. Stockbridge is acting as Patent Attorney in Washington.

'75.—J. Raymond Brackett, Ph.D., recently delivered a public lecture at the University of Colorado.

'76.—A. L. Morey has just closed a very successful pastorate of two years with the F. B. Church at Hampton, N. H.; he enters upon his duties at Ridgeville College, Ind., with the best wishes of his many friends.

'79.—E. W. Given is teacher of Latin and Greek in Newark Academy, Newark, N. J.

'80.—O. C. Tarbox recently received a diploma from the Bellevue Hospital Medical College, New York City.

'81.—C. A. Strout, principal of public schools, Crawford, N. J., has obtained by examination a first grade life-certificate as teacher in that State.

'81.—W. B. Perkins is a member of the firm, Spinney & Perkins, near Bible House, N. Y. City.

'81.—G. L. Record, the stenographer for the law firm of Cadwaller & Strong, Wall St., N. Y. City, recently passed a successful civil service examination at the N. Y. Custom House.

'81.—H. S. Roberts of Warner, N. H., is visiting friends in this city.

'82.—W. S. Hoyt has completed his course at the Bellevue Hospital Medical College.

'82.—B. W. Murch and wife are teaching at Oxford, Ohio.

'82.—H. S. Bullen is principal of the Grammar School, Bourne, Mass.

'82.—F. L. Blanchard is reporter for the N. Y. Associated Press, 115 Nassau Street.

'83.—C. E. Sargent has been traveling through New York State to secure agents for his popular book, "Our Home."

'83.—F. E. Manson is teaching a private school at Bowdoinham, Me.

STUDENTS.

'86.—W. S. Bartlett has just closed a successful term of school in Fall River, Mass.

'87.—W. C. Buck has been obliged to return home on account of his father's illness.

'87.—W. A. Walker is acting as express agent at Vinal Haven.

'87.—L. G. Roberts has returned after a long absence.

'88.—J. H. Johnson will not be able to return to his class this term.

'88.—N. E. Adams of Wilton has joined the class of '88.

## EXCHANGES.

Many of our exchanges, from time to time, present to their readers articles upon the province of college journalism, advancing quite positive ideas as to what constitutes an ideal college paper. Since, in criticising exchanges, each editor sets up a standard of his own, it is well for each journal to publish the ideas of its editor upon this important subject. Recognizing the necessity of following fashion as far as is consistent, we herein present our creed.

We believe it is the province of a college paper to uphold the best interests of the institution which it represents; to give, as far as practicable, the best thoughts, feelings, and motives of the students; to be, in short, an exponent of the highest scholarship and culture of the college.

We believe that the editorial columns should be chiefly devoted to the discussion of such subjects as apply directly to student life and education in general.

We believe that while most of the work should be done by the undergraduates, the literary department should always be open to the alumni and they should be urged to contribute freely.

We believe that special attention should be given to the labors, changes, and general news among the alumni; for such a course will tend to increase their interest in the paper, will keep them informed concerning the location and occupation of their classmates and friends, and will form a strong link between undergraduates and alumni.

We believe that the current news of the college should be plentifully interspersed with jokes, and humorous occurrences, but all conundrums, etc., which are intelligible only to a few should, as a rule, be rigidly excluded.

We believe that "Clippings" should be carefully selected with respect to some real or supposed merit, and nothing should be clipped simply to fill space.

We believe that all bickering, recriminations, low and degrading sentiments should be forever banished from the exchange columns.

The *Amherst Student* is contending with the powers that be. President Seelye, in an address before the Freshmen, advised them never to compete for or accept a position on the editorial staff of the *Student*, for students always deteriorate in scholarship after serving as editors of a college paper. The *Student* replies to this in "A Plea for the Student," in which it says that in order to fully carry out the President's views that a student should devote his time wholly to his text-books, it will be necessary to abolish the College Senate, give up the Thursday evening meetings, etc. The remark of President Seeyle would seem to indicate that he never enjoyed an opportunity to edit a college paper, for it is difficult to see how one who understands the value to be derived from such a training could give such advice to his students. There are, perhaps, some institutions where, owing to the character of the paper published, such advice might be wholesome; but it will not apply in Amherst, for we fail to see how a man can be very badly injured by his connection with such a standard paper as the *Amherst Student*. The editors of the *Student* deserve, and will probably have, in the struggle for their rights the sympathy and encouragement of all college editors.

When the *Argo* reaches our sanctum, it always brings with it a ray of sunshine. It is certainly one of the best of college papers. Its editorial columns consist of solid, common-sense articles, written in an easy, agreeable style. The literary articles are a good exemplification of what is commonly called light literature. The stories are generally well written, and have a vein of humor which gives them a peculiar charm. In no other paper do we find so many light, vivacious, and sparkling poems. We shall miss the visits of the *Argo* when, in connection with

the *Athenæum*, it is merged into the *Literary Monthly* and the *Fortnight;* but we have faith that the change will be for the better.

The *Hamilton College Monthly*, in its February number, hardly comes up to its standard. The chief literary article seems to be a description of a wedding in Lexington, Ky. The beginning of this article is smooth and gentle, sounding like the silvery tones of a tinkling bell. It gradually increases in beauty and depth of feeling, until it seems that the English language must fail. But as the bridal party slowly sweep down the long aisle, amid a hush of expectancy, the lovely brides-maids claim our attention ; and here the description severs all mortal bonds, mounts to the heavens, and soars amid realms of ethereal beauty. As the entranced reader pauses a moment to catch the full significance of the scene, and let the refreshing night air cool his fevered brow, the bride appears. The description now *descends* from the bridesmaids to the bride, and bestows upon her a few fitting remarks. As the ceremony proceeds, the piece takes on a sombre tinge, and when the party has again swept down the long aisle, the article closes, leaving in the mind impressions of everlasting harmony. Having perused this to the end, the reader raises his eyes heavenward, and exclaims: Can all this be true? Glancing down again, his eyes fall upon the opposite page, where he sees in glaring letters, two-thirds of a column taken up by the Exchange list of the monthly. The effect is electrical.

## AMONG THE POETS.

### FINIS.

We spoke in softest whispers, we scarcely drew a breath,
We seemed to feel the presence of the sombre angel Death,
And as we watched the dying, my faithful friend and I,
We spoke in tones of sadness of merry times gone by ;
Of happy days of childhood, its changeful smiles and tears,
The faults and praise of youthful days, the trials of manhood's years.
And as we spoke, the icy wind breathed out a plaintive moan ;
It seemed to say in sighing, "Grim Death must have his own."
We watched the struggling, flickering spark fade slowly, soft away,
As if it heard a call to come, yet fondly hoped to stay.
Gently it sinks, a pause, a gasp, as if in wavering doubt,
Then dies. "Confound the fire! The blasted thing is out!"

—*Argonaut.*

### ENCOURAGEMENT.

I gave my Queen a flower
In the halcyon days of old,
When the moon was dipt in silver,
And the sun was molten gold ;
And it gave me sweet assurance
When, unconscious of all art,
She fixed the tiny blossom
In the lace above her heart.

So I gave my Queen an offer
Of a world of manly love,
When the twilight's shades were closing,
And the white moon sailed above.
Only the stars in heaven
Looked down upon the scene,
When, just at the close of summer,
I won my darling Queen.

—*Argo.*

Pres. McCosh attended ten colleges and is said to have graduated at six. —*Ex.*

## COLLEGE WORLD.

AMHERST:

The testing of eyes, their strength and range, will hereafter be a part of the regular statistics taken by the department of Hygiene.

According to a resolution recently proposed before the Senate, Amherst will be withdrawn from the league if her membership is found to be a source of betting.

BOWDOIN:

The base-ball management have secured the building on Topsham Fair Ground as a place of practice for the nine.

The Longfellow Number of the *Orient* necessitated an issue of 1200 copies.

HARVARD:

The Faculty have made the study of Greek, for entrance to Harvard, optional.

The Co-operative Society is to be continued.

Twenty graduates are on the *New York Sun* staff.

The Harvard Annex has the names of fifty young ladies on its rolls.

Fourteen colleges and academies were represented by over 110 delegates at the Y. M. C. A. Convention.

The President and Board of Fellows have refused to grant the petition requesting that attendance at prayers be made voluntary.

PRINCETON:

Two thousand five hundred volumes, containing works and history of the Puritans, were lately purchased in London for the Princeton Seminary Library.

UNIVERSITY OF MICHIGAN:

The celebrated sculptor, Randolph Rogers, has signified his intention of leaving to the university, at his death, the first cast of all his statues, the original copies of his portrait busts and ideal works, and the entire contents of his studio in Rome.

The buildings and stock of the Co-operative Society have been destroyed by fire.

YALE:

Subscriptions are being received for the Co-operative Society.

Prof. Thompson delivered the second of the Phi Beta Kappa course of lectures, on the subject of "Protection."

Yale has withdrawn from the inter-college La Crosse Association.

MISCELLANEOUS:

It is estimated that over twenty-five per cent. of the students in German Universities are Americans.

Columbia College has an endowment of $6,350,000; Harvard, $4,500,000.

The University of Cairo, Egypt, is said to be 900 years older than Oxford. It has 10,000 students, who are educated for missionaries of the Moslem faith.

The Professor of Anatomy at the Edinburgh University is paid $16,000 a year. The heads of the departments of Latin and Mathematics receive $17,500 each.—*Ex.*

Teaching is a much more remunerative business in England than here in America. The master's salary will ordinarily range from $1,000 or $1,500 to $7,000 or $8,000.

## COLLEGE PRESS OPINIONS.

A noticeable tendency in college methods is the increasing use made of the library. The more progressive and modern instructors are using the hour in the class-room, not so much for parrot-like recitations from a text, or for the actual presentation of the subject matter, as for explanation and discussion, and for directions as to lives of work and the means of following these out. A broader view of the subject, a more independent and thorough scholarship, and an ability to investigate any question for one's self, are a few of the main advantages of this system. — *Williams Athenæum.*

Perhaps the strongest objection urged against our colleges to-day, by the opponents of higher education, is that the college course takes men so much into the past that they forget the present; and that, while they are learned in things dead and gone, they have no sympathy with the living, busy world about them. It is true that our college work leads us much into searching the records of the past; and it should be so. But let us not forget, as we are apt to do, the opportunities we have for keeping pace with our own times also. It is astonishing how many there are among us who do not read the newspapers and magazines—how many there are who know only by hearsay of the great movements that are going on all about us. We must not let this be so, strange as it may seem. If we are to be useful and active men, after we leave college, we must not be four years behind the times. Study history, if you will; study man in the abstract, if you will. But do not forget, then, to clothe these dry bones of human theory with the muscles and sinews of human experience. Let us go forth from college, not with Past only, nor with Present only, but with the wisdom of older days linked to a knowledge of our own times, and guided by a living sympathy with the modern world.—*Argo.*

## LITERARY NOTES.

ALGONQUIN LEGENDS. By Charles G. Leland. [Houghton, Mifflin & Co. $2.00.]

Mr. Leland in this volume has made a valuable addition to the already large number of works on legendary lore. He presents in simple but interesting manner the chief legends of the Micmacs, of New Brunswick, the Passamaquoddies and Penobscots, of Maine. The first chapter takes up quite extensively the legends concerning Glooskap, the Divinity, representing him as the best personification of Deity ever evolved from the savage mind. This chapter is valuable as showing what conceptions of Divinity reside in savage minds; and as giving opportunities for comparing such conception as exemplified in different tribes between which there is no known connection. The second chapter is "The Merry Tales of Lox, the Indian Devil"; while the remaining chapters treat of legends on less important subjects. The illustrations by Indian talent make the book very unique and attractive in an artistic sense. The list of authorities consulted seem to

give ample assurance of the carefulness of the compilation.

The "American Citizen's Manual," by Worthington C. Ford, should be in the hands of every voter. It treats of the relations of the citizen to the government, and of his responsibility and privileges. The functions of government, both state and national, are clearly set forth. The work, being convenient in form for reference, and giving a list of more extensive works on particular subjects, for the purposes of special investigation, is an excellent one for students to read in connection with the study of Political Economy. [Published in 2 vols. Price, $1.50, New York: G. P. Putnam's Sons.]

LATIN SYNONYMS. By E. S. Shumway—[Ginn, Heath & Co.]

This is a very valuable little work for the classical student, especially for those in the early stages of such a course. The book presents more than two hundred English words, giving the corresponding synonyms, nearly seven hundred in number. These synonyms are presented so clearly and forcibly that the differences may be seen at a glance. The whole book is a model of typographical excellence and beauty.

ABBREVIATED LONG-HAND—[J. B. Huling, Chicago].

This is an unique little pamphlet. It claims to present a method by which a person can, after a little practice, write with sufficient rapidity for all practical purposes in taking lectures, sermons, etc. This is to be effected by dropping the vowels and by substituting in the place of prepositions, conjunctions, etc., a system of signs, very simple in their nature. A careful perusal of this book will probably be amply repaid.

SUGGESTIONS IN PUNCTUATION AND CAPITALIZATION—[J. B. Huling, Chicago].

A neat little hand-book on an important subject. The rules are simple and comprehensive, and are supplemented with examples. Technical terms are avoided as much as possible.

## CLIPPINGS.

Two gallants loved a pretty maid,
And each was badly smitten;
The one received her heart and glove,
The other got her mitten. —*Ex.*

ALAS.

A ride, and by my side,
A *lass* to me so dear.
Next day the bill I pay,
*Alas to me so dear.* *Tech.*

Here is an example of conjugation in a "make up class" in Latin: presso, pressere, squeezi, hug 'em.—*Ex.*

Fresh (reading Virgil)—"'And thrice I tried to throw my arms around her'—that was as far as I got, Professor." Professor—"That was quite far enough."—*Ex.*

A Senior's "International Law" bears the following inscription:

If there should be another flood,
For safety hither fly;
Though all the world should be submerged,
This book will still be dry. —*Ex.*

Prof. (to Freshman who came in late)—"Ah, here comes the late Mr. K." Fresh (whose afternoon nap had infringed upon his recitation hour)—"Ah, he is not dead, but sleepeth."—*Ex.*

# BATES COLLEGE.

## *FACULTY OF INSTRUCTION AND GOVERNMENT.*

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President.

REV. JOHN FULLONTON, D.D.,
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REV. THOMAS HILL, D.D.,
Lecturer on Ethics.

THOMAS L. ANGELL, A.M.,
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GEORGE C. CHASE, A.M.,
Professor of Rhetoric and English Literature.

THOMAS HILL RICH, A.M.,
Professor of Hebrew.

JOHN H. RAND, A.M.,
Professor of Mathematics.

REV. G. S. DICKERMAN,
Lecturer on English History.

REV. W. H. BOWEN, D.D.,
Lecturer on Natural Theology.

## *CLASSICAL DEPARTMENT.*

### TERMS OF ADMISSION.

Candidates for admission to the Freshman Class are examined as follows:—

LATIN: In six books of Virgil's Æneid; six orations of Cicero; the Catiline of Sallust; twenty exercises of Arnold's Latin Prose Composition, and in Harkness' Latin Grammar. GREEK: In three books of Xenophon's Anabasis; two books of Homer's Iliad, and in Hadley's Greek Grammar. MATHEMATICS: In Loomis' or Greenleaf's Arithmetic, in the first twelve chapters of Loomis' Algebra, and in two books of Geometry. ENGLISH: In Mitchell's Ancient Geography, and in Worcester's Ancient History.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismission will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

## *COURSE OF STUDY.*

The regular Course of Instruction is that commended by the leading Colleges of the country as eminently adapted to secure liberal culture and a sound classical education.

## *EXPENSES.*

The annual expenses are about $200. Pecuniary assistance, from the income of thirteen scholarships and various other benefactions, is rendered to those who are unable to meet their expenses otherwise.

Students contemplating the Christian ministry receive assistance every year of the course.

## *THEOLOGICAL SCHOOL.*

This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

Tuition, room rent, and use of libraries free.

**COMMENCEMENT, Thursday**.....JUNE 25, 1885.