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VOLUME XI.

NUMBER 7.

THE

Palmer Student

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SEPTEMBER, 1883.

Published by the Class of '84,

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THE

BATES STUDENT.

VOL. XI.

SEPTEMBER, 1883.

No. 7.

Bates Student.

A MAGAZINE PUBLISHED EVERY MONTH DURING THE COLLEGIATE YEAR BY THE

SENIOR CLASS OF BATES COLLEGE.

EDITORIAL BOARD.

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EDITORIAL.

DURING his course in college, the student has an opportunity to become acquainted with six classes besides his own. With three of these he comes in contact during his Freshman year. At this time his own class seems to be of the least importance of any in college. It is quite a step down from the Senior class in the fitting school to the Freshman class in college. This shows that it makes but little difference how great a man is, if he is only above all those around him. It is interesting to notice the change of sentiment in the different classes as they proceed, step by step, from one year to another in their course. The Freshman, although he may be fresh, feels that he has natural rights which all are bound to respect. Notwithstanding the fact that college hazing is a barbarous custom of the past, yet the Sophomore who was the most zealous in defending his rights but a year before, often feels that a sharp joke on a Freshman is what is needed to initiate him into the customs of college life. These jokes are often carried too far. The collegian of a year's growth should remember that the most awkward Freshman will in one year develop into the accomplished Sophomore.

It is surprising to note the amount of improvement which a student may make in four years by giving a reasonable amount of time to society work. One's college course is not complete without this discipline, and no part of the course will give more satisfactory returns for an equal outlay. As it is a decided mistake to deprive one's self of these advantages, there can be no time to begin work like the present. Upon the attention of the members of '87 we urge the claims of these societies. Visit both, take time to consider, then join and go to work. You will be welcomed in either, and be given plenty to do if you are inclined to take an active part. These remarks will apply equally well to members of other classes who have never entered into society work. This term is a good season to take up this matter, and push into the work to make up for lost time. We hope before this term closes to find every student an active member in one of the literary societies.

A little inquiry into the subject will convince any one that students, as a whole, take very little exercise. An occasional visit to the bowling alley and a little work on the ball ground is all that is indulged in by most students, and with many it is even less. Hardly one sets aside a portion of each day for exercising his physical powers. It is no matter of surprise, when one considers it thoughtfully, that so many students come out of college with health ruined and mental vigor impaired. This is usually charged to overwork, but is not so much over-

work as a lack of attention to health. Few students carry more work in college than they can successfully perform if they are in a proper condition for doing it. It requires a healthy body to perform a large amount of mental labor, and unless the laws of health are obeyed the physical powers will be undermined. The attention of students ought to be called to this matter more than it is, and in such a way that they may realize the importance of the subject. Many promising young men have been ruined by neglecting this matter, and others right about us are running the same risk.

A cordial invitation is extended to the members of the Freshman class to identify themselves with the work of the Young Men's Christian Association. It too often is the case that students who are professed Christians fail to take a public stand in religious work at the beginning of their college course, and gradually drift into a state of religious indifference. We hope this may not be the case with any member of '87. There is no place that one stands more in need of a Christian character than in college, and the earlier he takes a decided stand in the matter the more likely he is to succeed.

We are pleased to see so good a degree of interest manifested in base-ball thus early in the year. The association has been re-organized upon a more substantial basis, and a new constitution has been adopted which is expected to correct the irregularities formerly existing in the management of

its affairs. A new board of officers has been elected for the year, made up of men interested in base-ball matters. A good nine is organized and at work with a second nine to give them practice. Altogether the signs are encouraging. Perfect harmony exists among all classes, and the general feeling seems to be that something is to be done. Practice will surely do it.

At the annual meeting of the Harvard Alpha of the Phi Beta Kappa, Hon. Charles Francis Adams severely criticised the educational methods of our colleges. He advocated that there should be an opportunity for greater proficiency in the modern languages, by making Greek optional between French and German, both in the requirements for admission and in the college course. It is a remarkable address, and while many scholarly men cannot accept the position in which he has placed the dead languages, yet his argument seems likely to have its influence among college authorities. President Eliot fully endorses the new departure. President Bartlett does not accept all of Mr. Adams's conclusions, yet he secured, about four years ago, the introduction into the curriculum of Dartmouth College a Latin scientific course which does not include Greek. President Robinson admits that there is much truth in Mr. Adams's statements, but says: "There is a certain amount of training to be obtained in the study of Greek that cannot be gained elsewhere."

Even if Mr. Adams has underestimated the benefit to be derived from a

knowledge of the classic tongues, we see no objection to giving students their choice between Greek and other branches. The fear that this language will take its place by the side of Hebrew is a poor reason for making it compulsory in a course. If, as President Bartlett says, "For an education broad, developing, and elevating, an education that shall make a man thoroughly master of himself and all his faculties at their best; an education that shall fit him for the best mastery of any specific calling he may choose; an education that shall give him the highest and widest influence in whatever specific calling, there has yet been found no adequate substitute for the wise study of the classic tongues," then there will always be a large proportion of students to study Greek. A majority of young men seeking a liberal education are influenced by parents and instructors. Quite a proportion of these advisers will always encourage the study of the ancient languages. Even as practical a man as Governor Butler said to the recent graduates of Williams, "I can say with perfect truth that there is nothing for which I should like to give up my memory of Homer and of Virgil and even of the Greek poet Theacritus, one of the minor poets I agree, and the pleasant singer of Greece."

Mr. Adams says: "The college does not change—there is no conservatism I have ever met so hard, so unreasoning, so impenetrable as the conservatism of professional educators about their methods—the college does not change, it only accepts the situation."

This may have been true in the past, but the manner in which Mr. Adams's address has been received is evidence that the higher institutions may fall in with the plan, so far as giving young men the privilege of deciding for themselves. Colleges may have been slow to change, but it seems probable that the time will come when a large proportion of them will present to their students an opportunity for choice in their work. We do not claim that the dead languages will not continue to receive in the future, by a majority of students, the same attention which they have commanded in the past, but we believe that there will be an alternative for those who desire a liberal education, and do not wish to spend years on Greek. It is a question for every institution to decide whether it will at once fall into line, or whether it will be among the last to adopt the reform which Mr. Adams proposes.

It has not been the privilege of any students now in college to witness a rope-pull between the Sophomore and Freshman classes. Various difficulties have arisen which, on the part of one class or the other, have been made the pretext for not pulling. We hope that neither '86 nor '87 will be disposed to follow so poor a precedent, but agree upon some time as convenient as possible for both classes and then treat us to a display of their muscular prowess. Such contests, when carried on in a friendly spirit, will injure no one.

The new departure in college discipline, recently adopted at Amherst, is

an experiment which will be closely watched by all interested in this difficult problem. The plan is so different from anything that has been tried before that it is attracting considerable attention in the college world. The students have elected ten of their own number to constitute a college senate, presided over by the President of the college, who has a veto power over all their acts. Questions of discipline have been taken out of the hands of the Faculty and referred to this board of students who have all authority in the matter, even to the extent of removing from college. This change is radical, revolutionizing the whole system of college discipline. It transfers the whole responsibility from Faculty to students, who are charged with the duty of preserving order among themselves. It is too early to form any opinion as to the value of this experiment. Self-government has been successful with us as a nation and is undoubtedly the correct theory for an enlightened society. It ought to be successful in college and will be if the students adopt a manly course in dealing with serious questions of discipline; otherwise they will bring the experiment into contempt.

LITERARY.

CHANGING.

'Twas the season when the maple
 Glows with rainbow's warmest colors;
 Sunset claimed the hour, and brightly
 Lighted up the western window.
 At the window sat an old man
 Watching singing bird and falling
 Leaf,
 Approaching
 Darkness tells to beast and bird that

God intended night for resting.
 Slowly silence gathers 'round them.
 While the bright and noisy day to
 Dark and silent night was changing,
 All within the room was silent.
 All except the clock, whose voice when
 Heeded sets the sober mind to
 Thinking. How its ticking moved the
 Old man's soul! At length he rose and
 Thus addressed it: "Timepiece thou art
 Old; with bitter sadness older
 Years than thine admit it. Voices
 Plainly tell to me on every
 Hand that I am old. My feeble
 Step and trembling hand, my wrinkled
 Brow and whitened locks declare it.
 Nature's change is ever busy.
 Autumn kills with winds and blasts the
 Leaf that Spring with fairy fingers
 Opened. Winter chains with icy
 Fetters Summer's purling brooklets.
 Sunrise soon gives place to twilight,
 Darkness hardly veils the weary
 World before a thousand stars peep
 Forth to deck the silent brow of
 Night. But man, the noblest work of
 Nature, too, must change. The stream of
 Life is ever flowing, bearing
 Men, as water rivers bear the
 Straws, in courses ever changing—
 Always onward toward the ocean;
 Sea that line hath never sounded;
 Sea that ship hath never rounded.
 Hark! To-night methinks I hear its
 Surging billows roll." And stretching
 Forth his trembling hand, he stopped the
 Swinging pend'lum; stopped to go no
 More forever. Morning's sunrise
 Brightly lighted up the eastern
 Window. Outdoors, birds were singing,
 Leaves were falling. Indoors, all was
 Perfect silence. Wanting motion
 Stood the clock, and lifeless was the
 Hand that stopped it. During darksome
 Night the old man's childlike spirit
 God recalled, and earth reclaimed that
 Part without which spirits cannot
 Dwell on earth, and with which can not
 Enter Heaven; Mortals call this
 Changing death. In every leaf that
 Buds, in every stream that flows we
 See our lives reflected. Every
 Season hath its falling leaf and
 Fading flower. Every stream at
 Length its waters mingles with the
 Sea. The stream of life is ever
 Flowing, bearing mortals toward the
 Spirit land, the Unknown Ocean.

OUR EDUCATION.

By T. H. S., '76.

OUR knowledge of human needs is based upon our knowledge of human nature, for what man is in nature, must determine, so far as he is accountable,

what he may be by development and may perform by effort; consequently the various training schools in nature are supplemented by special courses which promise the advantage of experience reduced to principles. Our schools and colleges offer such courses of instruction as are especially designed to develop the mind. This education imparts no new faculties, takes away no existing ones, but like food that is digested and assimilated, becoming vital force it awakens dormant forces, brings into exercise latent energies, develops the faculties one has, giving him the mastery of the mind and all of its activities. The arousal of the mental faculties is all that a college education can claim to do.

This is a great work when properly done, and claims not only judicious faithfulness on the part of competent teachers, but also spontaneous application on the part of the student. It is a great work because truth, which is the only food for the mind, is many sided, requiring a thorough discipline of the mind to grasp it.

It is often true that certain parts of a curriculum easy for some are difficult for others and they have great distaste for them, but if our promise is true that a college course is to awaken, arouse, develop the mind, then it follows that to have a well-developed mind, those studies most difficult to master may be most beneficial in point of discipline. But application must have motive power, for the will is not always competent to hold the interest, the desire to do is far more efficient

than the bare will to do. Motive may be induced in two ways—by a fixed purpose in the mind of the student, and by the inspiration which the teacher may carry to his class.

A teacher's enthusiasm has an effect upon a class something like that of the sun upon the earth which causes buds, blossoms, and fruit to grow through the influence of rain, dew, and warm light; it awakens the seeds that would sleep forever did it not shine. So the enthusiasm which a teacher brings to the lesson under discussion is sometimes found the incentive for an investigation of the lesson which leads to a love for it on the part of the student. This is true of even logic or mathematics. In such cases more lasting good could be accomplished for the teacher to tell what he knew and loved, than for the student to try to tell what he didn't know and had no interest in. Many can point to departments of knowledge in which they revel to-day, to which they were awakened by the touch of some teacher's enthusiastic torch.

But this is not the best motive power, neither is it competent; to get the most good from his course, every student should have a fixed purpose in view, some position or profession which he esteems so highly, the qualifications for which he regards so sacred that he is unwilling to bring to that anything short of the best attainments which a course of study can secure to him.

This purpose constantly in view will be a motive to get the most possible from a course of study. But we have been dealing with the intellect only,

this is only a part of man; man has a physical nature and a spiritual nature as well as an intellectual, they are never separated from each other during normal mortal existence, why should they be separated in exercise? Indeed, it is found that whenever one department of man is exercised to the exclusion of other departments, the whole being suffers, and the department exercised is imperiled. Why should a student neglect physical exercise or forget that he has an immortal soul because he is cultivating his intellect? The manhood of the man is what is going to tell most for himself and for the world when he takes his place upon the stage of action, whatever his business may be.

Physical exercise should not be neglected by students; first, because mental work can be accomplished quicker, easier, and better, with a healthy condition of the body, and second, because mental acquirements must despair of great efficiency in a shattered body. But if the mind and the body are well developed one cannot neglect his spiritual nature without suffering in every fiber of his life; the most significant forces lie in the moral nature. We are told that an eccentric old man was once seen in Athens going about at midday with a lighted lantern in search *for a man*. Diogenes was centuries ahead of his time. He could find many Apollos among the Grecian athletes, many worthy to bear the Gorgons of Minerva, but he searched in vain for an example of manly character. He realized the fact that certain moral qualities which no profession

could cover, were essential to success in any.

In the "Marquis of Lossie," Mac-Donald, says: "A man is more than a marquis." Is it not true that a man is more than a lawyer, a minister, a statesman, or any other professional distinction? Is it not true that every honorable calling, while it seeks those qualified especially for that kind of work, is exalted by those who bring to it the noblest and purest hearts? "Places do not make men; men make places. Emerson says, "There is no true eloquence unless there is a man behind the speech," and it is equally true that no profession or calling is honorably filled unless the truest qualities of manhood are brought to it.

The moral nature requires incentive stimulus and controlling principles as does the intellectual; the mind feeds on truth, but "morality is truth" in life, and to a far greater extent than is usually imagined, all work is effected by moral certainty and uncertainty.

Practical life presents more intricate problems than Euclid, deeper depths than canon chasms, a greater eminence than mountain tops, requiring a keener sense than vision, touch, or thought; they are not vague questions which thrust themselves upon us. "Where shall be the good of my life?" To what is this a preface? They are of so much importance that we cannot afford to dismiss them unanswered from any preparatory period of whatever nature.

Men naturally carry on the affairs of the world in a spirit of savagery. Intellect is placed against intellect,

strength against strength, the most powerful and sagacious expect to win. Under such a rule human rights could never be secured, injustice would sit upon injustice. Only by the immortal Faith, Hope, and Love enthroned in the soul to meet and subdue the evils of life, like the "peace be still" upon tempestuous Galilee, can man expect to arrive to the full stature of manhood. It is a gentle, sweet spirit that subdues the wild and angry forces of nature fulfilling the prophecy, "A little child shall lead them."

Not long since a noted infidel, at the grave of his dead friend, said: "Again we stand face to face with the great mystery that enshrouds the world; we question, but there is no reply. Out on the wide waste of seas there drifts no spar. Over the desert of death the sphinx gazes forever, but never speaks." Infidels see no "spar," hear no voice. They try to grasp the "waste," the "desert;" but a simple yet noble-minded Peter Cooper, the world's benefactor, near the end hears a voice like a mother's in his boyhood, saying, "Come, it is almost bed-time." Sleep, rest, a brighter morning awaited him. They who will not see or hear are blind or deaf indeed, but there is as positive proof of eternal spiritual life as of physical life. They who can say, "I know that my Redeemer liveth," care little for "deserts" or "ocean wastes" when the latch of death's door is lifted; that one conviction is an anchor on the sea, a voice in the desert, a rod and staff in the valley of shadows.

It is true that the object of colleges is not to secure physical or moral cult-

ure. No institution could take as a special work the formation of moral character: the world is the school for this. The motive, faithfulness, purity, and honesty with which we come to every duty in God's name are the indexes of what our success will be. But above the idea of scholar or profession stands the idea of *manhood*, and in every position we should be able to say with a heathen comedian of old, "I am a man and I regard nothing pertaining to humanity foreign to me." This reaches to the most insignificant thing and it includes the most important thing.

SUNSHINE.

By IGN., '79.

Within a bed of violets,
Fair in freshness and beauty each one,
I felt a soft and touching warmth
That is given to flowers by the sun.

The heart of man is brightened and warmed
By the heavenly rays from above,
And into his life comes a holy peace
With the sunshine of God's love.

UNION OF CANADA WITH UNITED STATES.

By C. S. F., '84.

IN THE third year of the independence of the United States the "Articles of Confederation and Perpetual Union" were adopted, and the instrument contains the following: "Canada, acceding to this Confederation and joining in the measures of the United States, shall be admitted into and entitled to all the advantages of this Union." The insertion of this clause may be justified on the ground that it

was a war measure. Ten years later, when the Federal Constitution was adopted, this provision for uniting with Canada at the pleasure of an ignorant people was wisely withdrawn.

But within the last fifty-five years Canada has increased her population from one to five millions. She is now the fifth maritime power in the world. The interchange of traffic with the United States from 1866 to 1873, was in favor of Canada. In the ports of the West Indies and of South America she is now a competitor with the United States. Her waters abound in fish, and the soil of her river valleys is fertile. Nearly a million and a half of her population are of English and Scotch descent.

While these facts would seem to encourage the union, others may perhaps be advanced that will balance those already mentioned. It would not be wisdom on the part of the United States to join a dominion which is undeveloped. To compare favorably with us Canada has a great work to accomplish. She must build manufactories and found colleges. She must reduce to unity her varied population from the mouth of the St. Lawrence to the head of Lake Superior. Her Pacific railway when completed must be made to successfully compete with the American railways south of her. She must mold her different provinces into something like homogeneity. She must send common schools and open Bibles into lower Canada. She must rouse from torpor the lower St. Lawrence populations. After all this is accomplished, if she

wishes to join the United States, this subject still will admit of discussion.

That Canada should have a voice in the matter, if the union is ever effected, is not disputed. To obtain an empire by force is contrary to the principles of a true republicanism. Territory annexed seldom strengthens the receiver. The reason why Ireland to this day so fiercely repels the government of England is because England forced this government upon her. Had she united with England of her own choice, as did Scotland, she would have been as proud of Great Britain to-day as is every man born north of the Tweed. For a quarter of a millennium, from Edward I. to Henry VII., England tried to annex Scotland. How utterly she failed every bloody field celebrated by Scottish minstrelsy proudly tells.

It is true that annexation parties have sometimes been formed. A Canadian writer for the *North American Review* has recently advocated that Canada and the United States would ultimately become one nation, and that such a measure would be beneficial to both sections of North America. That his views are not universally accepted by the people is shown by the following criticism, which appears in a Canadian college paper, respecting some ideas advanced by one of its American contemporaries:

"While on this subject it is amusing to read an article in the last *Hesperian Student* (Am.) on the 'Future of Canada.' By a line of logical (*sic.*) argument, they narrow down the question of how to dispose of Canada, to the single issue of casting in our lot with the United States, if we wish to have any existence at all. To my mind this would be the very thing which would deprive us of existence, and it is a great pity that the writer did

not carry the question to its real logical issue. What a glorious thing it would be (for them) to have all of our mercantile marine floating the stars and stripes, and what a glorious thing it would be (for us) to have Spain or some other second-class European power send over a navy and, to use an Americanism, 'knock us into smithereens.' Now we have the protection of the most powerful armament afloat, and pay absolutely nothing for the protection. The idea that Canada wants to enter into a union with the United States is about as preposterous as it is silly."

No nation on this continent can now compete with us in war. If we fight with foreigners on our own ground, the invaders must come from across the sea. If Canada were united with us, the extent of our coast to be defended would be nearly doubled. We now have a means of humbling England without fighting her on the seas where she is the undisputed mistress. John Bright once said in Parliament that Great Britain could be attacked by the United States only in Canada, and that Canada and the mother country together could not keep American armies south of the St. Lawrence, were the United States disposed to move northward.

Unless the territory was divided into states much larger than the average of those forming the American Union, this addition would have a powerful influence in the United States Senate. Now can any one doubt that generations must pass before Canada could become fully Americanized? To her, Bunker Hill and Yorktown would have no significance. Finally, the larger a country becomes the more *likely* it is to divide. The union of Canada with the United States probably will be discussed in the future as it has been in the past, more by those seeking questions for debate than by American or Canadian statesmen.

GOOD-NIGHT.

By C. W. M., '77.

Good-night, good-night, the day is done;
 Low in the west has sunk the sun.
 Like lamps set in the summer sky,
 The twinkling stars shine out on high,
 Upon the roofs of the quiet town
 The full pale moon shines calmly down.
 Their branches swayed by every breeze,
 Sentinel-like loom up the trees,
 Casting weird shadows o'er the street
 Where all day long passed busy feet.
 Hushed and at rest all Nature seems
 Inviting quiet sleep and dreams.
 He who doth note the sparrow's fall,
 Keeps tender watch over us all;
 So till the rosy morning light,
 Sleep peacefully. Good-night, good-night.

MY DAILY WALKS.

By D. C. W., '85.

SELDOM do I let a day go by without taking my accustomed walk. My usual time for walking is just between daylight and dark, which is to me the pleasantest part of the day; and so I try to spend it in the most agreeable manner. It is the time that lovers sing of, "In the gloaming," and

"Twixt the gloaming and the mirk,
 When the kine come hame."

It seems to be, by Nature and custom, marked out as the time for rest and recreation. It is not dark enough for a light, and too dark to work without one. One can neither read nor write; and he is apt to throw down his book or pen, yawn, walk to the window, and indulge in reveries, which, though well enough now and then, have a tendency, if of frequent occurrence, to lead to "the blues" and other kindred maladies, which no healthy student cares to have anything to do with.

And so, when the light begins to fail, and my eyes and brain to grow a little weary, I put up my papers, leave my

work just where it is, and start out for my daily walk, forgetting everything that I have been thinking of during the day.

I let the direction and object of my walk be determined by the mood in which I find myself. When the time comes for my walk, if I have been busy all day, and feel tired and worried with the contact with men and "folks," I start for the country roads, some pleasant brook, or a hill from which I can get a view of the fields and river, and perhaps catch a glimpse of a sunset cloud. On such expeditions I usually have a sketch book with me, and not infrequently stop and make a little sketch of some object—an old house, or weather-beaten stump—that happens to take my eye: sometimes in perspective, but more frequently in words, which come more naturally.

If, on the contrary, my studies during the day have been something that has taken me away from the world of men and things, and I feel the want of stir and life, and human nature, and long to get among the bustle of the crowded street, full of human thoughts and human sympathies, I turn my feet in the opposite direction, and go down among the stores and shops.

I like to watch persons' faces, as I go along, and wonder what makes them look or seem as they do,—why this one is so anxious looking, and that one so pleased; what that man is in such a hurry about, and what has happened to amuse that fellow so; whether that school-girl's letter, that she is reading, is from her brother or her beau; and what in the world that lank, long-legged

street urchin has, tucked away under his jacket, which sticks out like an elephant that has been swallowed by a boa-constrictor.

With these and many similar questions do I amuse myself, occasionally stopping to look in a shop window at some book or picture, or to give a penny to some strolling street musician, and ask him if he came from Italy, and see his face light up as he asks, "You been-er there?" Then I shake my head and say I mean to be, sometime; and stroll on to some bookstore where I often go. Here I am well known, and a nod of recognition is all the permission I need to allow me to go behind the counter and wander along the rows of books, or take one down from its shelf, and perch myself on some stool or box, in my accustomed corner, where I can read by the now lighted lamps, or, half-hidden by the show-cases and book-racks, listen to the queer and interesting remarks of the customers in the store.

I seldom buy, and then almost always give the book-seller a great deal of trouble in sending away two or three times for what I want; but still he does not seem sorry to see me, and always has a smile and a word of welcome when I come in. As for me, the idea of a "book-seller" is always associated in fancy, as they say it used to be in reality (and not so very long ago either, when the Genius of the Old Corner Book-Store still lived to cheer and encourage despondent authors), with that of a "book-maker"; and I have a sort of veneration, almost awe, for the person through whose

hands pass so many of those strange and wonderful little things we call "books," and which know so much more, for their size, than I can ever hope to. It is books, too, that form the most wide-reaching tie between all men who read or write or think, and that make a student, whenever he enters a library, feel instinctively "at home."

Sometimes, instead of going to the stores, if I am lonely, and feel the need of some one to talk with, I step out to a friend's—usually if he lives within a block or two, making a circuit of half or three-quarters of a mile around the city to get there—and have a little chat with some of the family, who are feeling the spell, too, of the "resting hour," before the lamps are lighted.

And then there is an artist's studio down town, where I do not feel like an intruder, and where I sometimes like to step in, just at this hour of the day, when the work of the painter, at least, must be finished. For, for one short, pleasant year, and at some other times, I was an art student in this same studio; and so I can appreciate the feeling of "pleasant tiredness" with which the present pupils—some of whom were new comers when I was there, and now handle the brush and mall-stick with such a practiced hand that I should be afraid to arrange a palette beside them—are washing their brushes and taking a distant look at their canvas, as it stands on the easel by the screen. And there are many other ways in which I spend my walking times. In most of them I learn something, and in all of them I get a pleasant and invigor-

ating exercise, and freshen up my mind for the evening's work and the duties of the next day.

I usually arrange my return so as to arrive home about the time it grows dark enough to begin work again, by lamplight; and so enter my study just as the light and warmth within begin to be thrown into pleasant contrast by the gathering gloom outside.

THE POWER OF PRECEDENT.

By C. J. A., '83.

THROUGH the great plain of human life, where all must be influenced by its flood, there flows a stream, deep and powerful, bearing on its bosom the destinies of nations, the great stream of precedent. It comes down to us from the distant mountains of antiquity. Receiving accessions at every epoch, it flows on with ever increasing volume and force toward the unseen future. It is interesting to study the nature of its power, to imagine how it shows itself, and to trace its influence on mankind. It rises from that constitution of human nature, by which we are made dependent on age and experience, both in our actions and in forming opinions, which, in turn, are to act upon others. We instinctively feel, and reason exalts the feeling to belief, that that which, having outlived the destructive influences of the age in which it originated, has been tested and found useful, has just claims on our confidence.

We must not confound precedent with influence or examples of every kind. All precedents rise from influence or examples, but it by no means

follows that all influences and examples acquire the authority of precedents. Many, from their very nature, can be but temporary. Either from weakness or from involving some wrong moral principle, they soon lose their effect and show themselves lacking in every quality requisite to constitute reliable authority. Modern civilization has been carried forward by the stream of precedent, which, flowing down through the ages, and purifying itself of its baser elements, now preserves in its tide all that is valuable of the past. Precedent is virtually the "survival of the fittest," the fittest custom, the fittest law, the fittest opinion, a survival clearly proved by the fact that each age is in advance of the one preceding it.

To be influenced by precedent does not imply, as we sometimes think it does, a slavishness of mind which deprives its possessor of independence of thought and compels him blindly to follow the leading of others, without deviation from the beaten track. Instead of demanding blind obedience, it invites intelligent examination of the past, calling into action in the discriminations which it makes necessary, the highest faculties of the human mind.

Such being the origin and nature of this principle, we naturally expect to find its influence of a wide extent and of corresponding importance. Nor in this are we disappointed. It is the principle of precedent which we recognize when in judging the effect of a contemplated act, we instinctively call to mind the results of similar acts in other cases. The practical value of

history also lies principally in the fact that it is the medium by which precedents are preserved. We see the influence of this potent principle in every department of life, but its full importance cannot be estimated until we try to imagine what the condition of things would be if it were altogether wanting; if we were compelled in every act to rely solely on our own intuitive faculties, without the guidance of any light from the successes and failures of the past, chaos would then be universal; progress impossible. In every department of study, in every field of science, the power of precedent is felt, since all discoveries made, and principles enunciated are used as foundations for new discoveries and more extended observations. Precedent enters into the discussion of every plan for the welfare of church and society. It especially influences legislation. In the government of Great Britain, that "unwritten law" that forms the basis of all the jurisprudence of that great empire and much of our own nation, is nothing but precedent. Nowhere has the power of precedent become more important than in the legal profession where the study of precedents has risen to the dignity of a science requiring for its mastery years of application taxing the ability of the keenest minds. Those precedents, in the form of citations from the decisions of able jurists, are employed in every important case to secure justice, redress wrong, and establish the great principles of public welfare. Following precedent therefor is not degrading, but ennobling, and more and more to be a means of wisdom, as each

age surpassing those before it, adds its proportion to the great total of human enlightenment.

We boast of living in an era of progress; and there are those who, striving to avoid undue conservatism, assert that the influence of the past is to be avoided as detrimental to advancement, and that the future alone should be considered. Onward is the motto! Progress is the state desired! But any progress in the wrong direction must be retraced. As the heavy fly-wheel, though sometimes checking the speed, secures in machinery the steadiness of motion desired, so the regulative influence of a proper consideration of the experiences of the past and of the opinions of the wise and great of other days, will aid in securing the steady, progressive development of the future. Not until God shall change the workings of the human mind, and the very nature of things can men afford to overlook or to disregard the instructions of experience, the lessons of history, the mighty and reasonable authority of precedent.

By night an atheist half believes a God.

Men may live fools, but fools they can not die.
—Young.

A day, an hour, of virtuous liberty
Is worth a whole eternity in bondage.
—Addison.

All houses wherein men have lived and died
Are haunted houses. Through the open doors
The harmless phantoms on their errands glide,
With feet that make no sound upon the floors,

The spirit world around this world of sense
Floats like an atmosphere, and everywhere
Wafts through their earthly mists and vapors
dense
A vital breath of more ethereal air.
—Longfellow.

COMMUNICATION.

Editors of the Student:

Since one can learn much more about an institution by personal observation than by reading its publication, I venture to give you an article on Ohio Wesleyan University.

Located nearly in the center of the State is the intelligent town of Delaware, noted for the healthfulness of its situation, the beauty of its appearance, and the excellence of its society. On a gentle rise of ground in this town stand the college buildings.

The college campus contains about thirty acres, and has a fine arboretum containing several hundred varieties of trees and shrubs. It also has a sulphur spring with a constant flow of health-imparting water. If hydrogen sulphide is pleasant to the smell, then we will admit that this is to the taste. Upon the campus are three buildings; two of wood and one of stone. None of them are as large as Hathorn Hall. There is no building corresponding to Parker Hall, in which the male students room, they are scattered throughout the city. There may be some advantages in this plan, but it seems to me that it robs college life of all its romance.

About half a mile from the campus is the seminary building for the ladies, two hundred and sixty of which light up the university with their presence. The last catalogue showed a total number of 672 students,—412 gentlemen and 260 ladies. Eighteen states and three nations are represented here.

The Faculty number twenty, at the

head of which is Dr. Payne, one of the pillars of the Methodist Episcopal Church.

Chapel exercises are held at 4.30 P.M., and attendance is obligatory, the same as it is at Bates. It is a grand sight to see 600 students surging into the spacious chapel, with becoming countenances and light hearts, feeling that the day's battle is over, and they can devote a few moments of time exclusively to worship. They are not thinking of the recitations of the next hour, nor looking over their books in hopes, if possible, to escape a grand flunk; their minds seem to be fully absorbed in the devotional exercises. Really, wouldn't chapel exercises at Bates be better appreciated by the students if they took place after the last recitation of the day?

Everybody here thoroughly believes in co-education and in the rights of women. At the recent state oratorical contest at Marietta, Ohio Wesleyan University was represented by a lady. This same lady took the prize last year.

I went into a German recitation the other day conducted by Prof. Davis, a native of Wales, England. The class were reading Herman and Dorothea and the time was spent wholly in translating, nothing being said about construction. Some made excellent recitations while others made square flunks—the old, old story. The drill received in the modern languages at Bates is fully up to the standard here. It seems to me that both think more of quantity than of quality. In a modern language the ear should be

trained as well as the sight. The reputation of a college for thoroughness is what gives it consideration. Bates compares favorably with western colleges, yet continual improvement is what it should seek for itself and what its alumni should seek for it.

Judging from what I see and hear, this university takes as much pride in the number of its students as in anything else. There is a strong Christian influence here, and revivals occur repeatedly. Yet things are not perfect here, they have no gymnasium, and we may say that physical culture is almost entirely neglected, so that at least one-third of a student lies dormant.

I was asked the other day "What is the matter with Bowdoin College in your State? It used to turn out smart men, but we don't hear much about it now." I answered that its former glory was now shared by Colby and Bates; hence we could not expect so much from Bowdoin.

Respectfully,

J. W. D., '82.

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LOCALS.

K—rect.

Salvete, '87.

Beede is librarian.

Now for the rope-pull.

Get out the croquet set.

"O that water-melon."

Did you wait at the Glen?

'87 has nearly forty members.

Have you been to Lake Grove yet?

Mountain Avenue has been graded.

Lawn tennis has been revived again.

No match games of base-ball except on Saturdays.

Eighteen ladies in college—eight in the Freshman class.

The Seniors are wrestling with psychological problems.

The base-ball interest was never better. "Brace up, boys."

The Faculty are looking for the men who remove the board pile.

We were glad to see several members of '83 in town recently.

The painters have been at work upon the buildings during vacation.

Mineral spring water and pea-nuts are very popular among the boys.

Please give us a little fire in the recitation rooms, these cold mornings.

The Sophomores are having lectures preparatory to the study of psychology.

The Seniors were out at 3 o'clock a few mornings since to view the planets through the telescope.

Vengeance is on track of the man who removes the magazines from the reading-room before the owner claims them.

Student—"Professor, do you know whether Miss B— is to enter college this fall?" Professor—"No; but I will relieve your mind as soon as I ascertain."

Freshman (to librarian)—"Have you 'Timothy Titcomb's Letters to Young People,' by Holland." Librarian (looking over the books *by the side* of Holland's works)—"Here are Holland's works, but I don't see anything of Timothy Titcomb's works;

don't believe we have any of Titcomb's on hand."

Nearly all the boys have returned from the hotels. The season has not been as good as usual.

Several of the boys have been employed as conductors on the horse-cars during State Fair.

The Seniors are beginning to use the telescope in connection with their astronomy. It adds greatly to the study by offering pleasant evening recreation.

Prof.—“Mr. C., do you remember the example given ‘The Merchant of Venice?’” Mr. C.—“No, sir, I don't think I do; I noticed one there from Shakespeare.”

Scene in German recitation: Prof.—“Mr. W., what can you say of the fourth declension?” Mr. W. (very bashfully)—“It *embraces* all the femines.” Sensation among the boys.

War has been declared against the yaggers. Notices have been posted on different parts of the campus containing a law of the college and a city ordinance against injuring public property.

Old Lady (to Prof. in Astronomy)—“I can see how you can larn about the size and distance and weight, and all the different motions of them ere stars, but I don't see how you ever larn their names.”

A little boy who has “a big sister” met a Senior on the street, and addressed him thus: “Say, haven't you got ears?” “Yes, of course I have. What do you ask that for?” “Because I heard mamma say that all you

needed to make a ja-ja-donkey was ears.” Students don't make calls as frequently now as formerly.

Quite a number of students are out teaching. It is to be regretted that many find it necessary to spend so much time from college work.

Prof.—“Why is it that the sun rising and setting does not exactly agree with the calculations in the almanac?” “Because the sun rises when he gets ready, and the almanac keeps *mean* time.”

Prof.—“Mr. D., if you were on board of a ship and had the instrument located so as to point to the zenith, would you have to change it more, or less, than ninety degrees to find the horizon?” Student—“Yes, sir.”

The following are the statistics of the class which graduated from Bates Theological School last June: The average age of the members was 36 years. Their average height was six feet and two inches. Their average weight was 225 pounds.

When a Junior in German, declining the dative of the article (*dem, der, dem*), said “Dame, dear, dame,—dear, dame,” he attracted the attention of the class by keeping his eyes fixed on the only lady who had then returned.

The Base-Ball Association have elected the following officers for the ensuing year: President, W. H. Davis, '84; Vice President, C. A. Scott, '85; Secretary, J. H. Williamson, '86; Treasurer, H. M. Cheney, '86; Manager, A. B. Morrill, '85; Directors,

Sumner Hackett, '84, C. A. Washburn, '85, F. W. Sandford, '86, W. A. Walker, '87.

All subscribers, who have not paid their subscriptions for this year, would supply a *great* need by remitting at once. Please remember that we can not run even the BATES STUDENT without money.

The Wednesday evening meetings of the Y. M. C. A. have been very interesting this term. Quite a number of new members have been added from the Freshman class. It is hoped that some improvements may be made in the room to render it still more attractive.

A prize offered to the class of '83 a little over a year ago, by Prof. Hayes, for the best and largest number of analyzed and prepared botanical specimens, was awarded to W. H. Barker. Special mention was made of very fine collections presented by F. E. Foss and Miss S. E. Bickford.

The Polymnian Society at their annual meeting elected the following officers: President, W. H. Davis, '84; Vice President, J. M. Nichols, '85; Secretary, E. D. Varney, '86; Treasurer, J. W. Flanders, '86; Librarian, A. E. Blanchard, '86; Executive Committee, Aaron Beede, '84, E. B. Stiles, '85, F. W. Sandford, '86; Committee on Music, E. B. Stiles, '85, F. W. Sandford, '86, J. A. Wiggin, '86; Editors, Miss E. L. Knowles, '84, W. D. Fuller, '85, Charles Hadley, '86.

A pleasant company of about fifty persons gathered at the residence of Dr. Cheney on the evening of Septem-

ber 13th, the occasion being the annual reception to the Freshman class. Beside the members of the Freshman class and ladies of the college, there were present several of the professors, city pastors, and other invited guests. The reception was a perfect success, like all which the President has ever given. The new students had an opportunity to get acquainted with each other, and to meet many more with whom they are to be associated for four years.

At the annual meeting of the Euro-sophian Society, held August 31st, the following officers were elected: President, E. R. Chadwick, '84; Vice President, C. T. Walter, '85; Editors, C. S. Flanders, '84, D. C. Washburn, '85, J. W. Goff, '86; Executive Committee, J. W. Chadwick, '84, A. B. Morrill, '85, J. H. Williamson, '86; Treasurer, W. V. Whitmore, '85; Secretary, S. G. Bonney, '86; Librarian, G. E. Paine, '86; Committee on Music, W. D. Wilson, '84, Miss M. A. Emerson, '85, J. H. Williamson, '86.

The following men have been selected by the directors for the first nine: W. V. Whitmore, c.; D. L. Whitmarsh, p.; R. E. Atwood, 1st b.; W. A. Walker, 2d b.; F. H. Nickerson, 3d b.; S. G. Bonney, s. s.; C. A. Washburn, l. f.; E. H. Emery, r. f.; E. W. Whitcomb, c. f.; with W. A. Walker as captain, and A. S. Littlefield, scorer. For the second nine, W. A. Morton, Charles Hadley, A. B. Morrill, J. M. Nichols, F. A. Morey, L. H. Wentworth, C. R. McKay, E. M. Holden, Harrison Whitney.

The series of meetings held at Ocean Park this summer was attended by several members of the Faculty and quite a number of the students. This association has adopted a plan which seems to be admirably adapted for combining pleasure and profit, and has made Ocean Park a very desirable resort for spending a few weeks of the heated term. Meetings devoted to the interests of religious and educational work were held every day for three weeks. Valuable addresses and papers on these subjects were prepared by able men. This is the third year since these meetings were organized, and they have met with so much favor that the success of the plan is now assured.

The following are the names of the Freshman class with residence and preparatory school: Jesse Bailey, Woolwich, Me., Bath High School; Miss Cora R. Blaisdell, Lewiston, Lewiston High School; H. L. Bradford, Turner Village, Nichols Latin School; W. C. Buck, Milton Mills, N. H., Nichols Latin School; F. W. Chase, Unity, Maine Central Institute; Miss M. Nettie Chase, West Buxton, Auburn High School; H. E. Cushman, Lewiston, Lewiston High School; J. R. Dunton, North Appleton, private tutor; E. L. Gerrish, East Lebanon, Lebanon Academy; G. M. Goding Webb, Wilton Academy; E. C. Hayes, Lewiston, Nichols Latin School; C. H. Hoch, Waldoboro, private tutor; J. W. Jordan, Casco, Saco High School; Miss Nannie B. Little, Lewiston, Lewiston High School; C. R. McKay, Boston, Mass., Dorchester High

School; J. W. Moulton, Wellesley, Mass., New Hampton Institute; Roscoe Nelson, Canaan, Maine Central Institute; C. L. Pendleton, Norwich, N. Y., Norwich Academy, N. Y.; Miss Amy Rhodes, Lisbon, Nichols Latin School; Miss Hattie E. Richmond, Camden, South Berwick Academy; E. K. Sprague, Lewiston, Nichols Latin School; Miss Laura S. Stevens, Lewiston, Lewiston High School; W. A. Walker, Vinalhaven, Nichols Latin School; E. W. Whitcomb, Farmington, Farmington Academy; Fairfield Whitney, Harrison, Bridgton Academy; A. S. Littlefield, Vinalhaven, Nichols Latin School; Ira Jenkins, Monroe, Maine Central Institute; P. B. Howe, Lewiston, Lewiston High School; A. S. Woodman, Portland, Portland High School; Miss C. E. Libby, Pittsfield, Maine Central Institute; Frank Grice, Lewiston, Nichols Latin School; G. L. Roberts, Sherman Mills, Nichols Latin School; Miss N. E. Russell, Wilton, Wilton Academy; F. E. Damren, Auburn, Nichols Latin School; John Sturges, Greene, Nichols Latin School; A. F. Frost, Norway, Norway High School; M. G. Wheeler, Brighton, Brighton Academy.

The fifth game between the Colby and Bowdoin nines was played in Lewiston, June 30th. As it was to decide the championship of the State it was of especial interest to the friends of the two colleges. The game although loosely played was closely contested. The Colbys went to the bat first and, at the end of the eighth inning, were two scores ahead. In the ninth they made no runs. There was some hope

for the Bowdoins when they last went to the bat; but the first two strikers went out. The next two got hits. The fifth man went out on three strikes, leaving men on third and second. The following was the score:

COLBY.

	A.B.	R.	1B.	T.B.	P.O.	A.	E.
Doe, c.,	5	0	0	0	5	3	0
Putnam, c. f.,	5	1	3	4	1	0	0
Boyd, 3b.,	5	1	0	0	2	3	0
Mathews, 2b.,	5	2	1	1	4	1	0
Nowell, r. f.,	5	2	2	4	0	0	0
Tilton, 1b.,	5	1	2	3	12	0	1
Barton, p.,	4	2	1	1	0	7	1
Merrill, s. s.,	4	1	2	2	1	5	0
Emerson, l. f.,	4	0	0	0	2	0	0
Totals,	42	10	11	15	27	19	2

BOWDOIN.

	A.B.	R.	1B.	T.B.	P.O.	A.	E.
Winter, 1b.,	5	2	3	7	10	0	1
Knapp, c.,	5	1	2	4	4	6	1
Torrey, 2b.,	5	0	1	1	7	3	0
Wright, p.,	5	0	1	2	0	6	1
Cook, r. f.,	5	0	1	1	1	0	1
Stetson, 3b.,	5	1	2	3	3	0	1
Waterman, s. s.,	5	1	2	2	0	6	5
Lindsey, c. f.,	5	1	1	1	0	0	1
Barton, l. f.,	3	2	3	4	2	0	1
Totals,	43	8	16	25	27	21	12

Innings,	1	2	3	4	5	6	7	8	9
Colby,	0	2	0	2	0	1	3	2	0-10
Bowdoin,	0	0	1	0	3	1	0	3	0-8

Earned runs—Colby, 1; Bowdoin, 7. Three-base hits—Nowell, Winter (2), Knapp. Two-base hits—Putnam, Tilton, Wright, Stetson, Barton. First base on errors—Colby, 9; Bowdoin, 2. First base on called balls—Bowdoin, 1. Balls called—on Barton, 86; on Wright, 66. Strikes called—off Barton, 13; off Wright, 14. Struck out—Colby, 3; Bowdoin, 3. Passed balls—Knapp, 6. Wild pitch—Wright. Double play—Torrey and Winter. Left on bases—Colby, 5; Bowdoin, 9. Time—2h. Umpire—H. S. Roberts, Lewiston.

THE BATES COLLEGE DECISION.

The Supreme Court of Massachusetts, in the case of Bates College against the executors of the estate of the late Benjamin E. Bates of Boston, for payment of the \$100,000 subscription of Mr. Bates to the college, make public the following decision:

The plaintiff has not satisfied the conditions

of Mr. Bates's promise. The subscription of \$25,000 by the Freewill Baptist Educational Society was not absolute and unconditional, and there is no evidence that this defect was knowingly waived by Mr. Bates.

This final decision loses to Bates College his \$100,000 subscription to that institution. The facts of the case will be of interest:

In a letter dated February 21, 1873, the late Benjamin E. Bates, the well known wealthy and public spirited citizen of Boston, and a large mill owner and founder of Bates College, at Lewiston, wrote to Rev. O. B. Cheney, President of the said Bates College, as follows:

"If you can raise \$100,000 within five years from this date, to aid Bates College, you may rely upon me for \$100,000 in addition to what I have already given."

Mr. Bates died on the 14th of January, 1878. President Cheney testified that he was frequently in conference with Mr. Bates before his death, in reference to the progress of the work in raising the \$100,000 required by Mr. Bates to be raised by friends of the college. In some of these conferences the fact that the Education Society had made a subscription of \$25,000 was made known to Mr. Bates, and in their conversation (according to President Cheney) this was considered a part of the hundred thousand dollars to be raised by the friends of the college.

If Mr. Bates had lived, there is no doubt that he would have paid his \$100,000 subscription. His death, however, opened the door to all the uncertainties of the laws, and Bates College finds herself unexpectedly deprived of the much needed aid which

Mr. Bates intended to give the institution.

While this result is a severe blow to President Cheney and Bates College, yet from seeming evil good is often evolved; and already the new zeal which the friends of the college are manifesting for its welfare in this hour of trial, is bearing good fruits.

Immediately after Mr. Bates's death, and before the expiration of the five years, \$75,000 in money was raised and the \$25,000 note of the Education Society secured, making, as President Cheney supposed, the full \$100,000 required. The claim for Mr. Bates's hundred thousand was presented to the Probate Court, but was disallowed by that court. The college appealed to the Supreme Court. At the trial it was shown that the Education Society note has been paid in full. The presiding justice, however, ruled that the raising \$100,000, as required by the contract declared upon, meant the raising of that amount in money before the expiration of five years, and that the condition had not been complied with, and there was no waiver by Mr. Bates of the provision. This view of the case, has been sustained by the full court.—*Lewiston Journal.*

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A lady, playfully condemning the wearing of whiskers and moustaches, declared: "It is one of the fashions I invariably set my face against."

Polite clerk (who has been showing stockings)—"What number do you wear, madame?" Old lady (indignantly)—"Two, you fool; do you take me for a quadruped?"—*Ex.*

CITY NOTES.

Band concerts on the park twice a week.

Lisbon street has been paved from Main to Ash.

"Uncle Josh Whitcomb" has just visited Lewiston again.

The city pastors have all returned from their summer vacation.

Prof. Chase of Bates College has been elected president of the city school board.

Plank sidewalks have been replaced by concrete in front of several stores on Lisbon Street.

Miss Charlotte Thompson appeared at Music Hall, Aug. 31, in the new play, "Romanoff."

Rev. J. B. Jordan, formerly pastor of the Pine St. F. B. Church, has just entered upon his labors with the church at Minneapolis, Minn.

The city schools commenced Sept. 3. Charles H. Stetson, Bowdoin '83, has been elected to the position of sub-principal in the High School

The Lewiston reform club is doing a good work for the temperance cause in this city. Their meetings of late have been very interesting.

Rev. Mr. Dickerman has severed his connection with the Congregational Church of this city, and accepted a call to the church at Amherst, Mass.

The Maine Central Yearly Meeting was held with the Court Street Free Baptist Church in Auburn, Sept. 5th and 6th. The attendance was large and the interest in the meetings good.

A large branch clothing house has just been opened in the new block on the corner of Lisbon and Pine Streets, by an extensive firm in Boston.

About three hundred boys chosen from among those who are favored with but few holidays in the country, were given a free excursion to Lake Grove, Sept. 1st, under the auspices of the Auburn Y. M. C. A.

Lewiston seems to be the place in which to hold the State Fair. The exhibition of 1883 is the most successful one ever held. No other city in the State can offer such inducements for a gathering of this kind. Its central location, the access to it by railroad, and its facilities for entertaining so large a crowd, all make it the most desirable place for holding the annual Fair.

The extension of the horse railroad to Lake Auburn has become a popular feature with the public, and a profitable investment for the company. Quite an amount of money has been expended in laying out a grove on the shore of the lake, to and from which cars run hourly, connecting with a steamer which plies between the grove and the Lake Auburn House, on the opposite side of the lake. The attraction at the lake, and the convenience for reaching it, have drawn large crowds of people from the two cities.

One of the best games of ball for the season was played on the Fair Ground, Sept. 7th, between the Lewiston and Belfast nines. Defeat has been almost unknown in the history of the Belfast nine, but they were destined to meet with it at the hands of the Lewiston

boys. At the close of the ninth inning the score stood 7 to 7. In the tenth no runs were made, but in the eleventh the Lewiston nine made three scores, giving them the game 10 to 7. They were greatly elated with their success, for the Belfast nine have a reputation for fine playing. Sandford, of Bates, '86, caught, and Walker, of '87, played on second base on the Lewiston nine.

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PERSONALS.

FACULTY :

The family of President Cheney spent the summer at Squirrel Island.

Dr. Fullonton spent a part of his vacation in Gorham, Me.

Prof. Stanley supplied at Pine Street Congregational Church during vacation.

Prof. Howe delivered a lecture at the Ocean Park Assembly. Subject: "The Freewill Baptist Denomination."

Prof. Rand spent the summer in Lewiston. He superintended the work on his new house, which he expects to occupy this fall.

A profitable exercise of the present term with the Juniors, is the course of lectures given by Prof. Chase on the English Language.

As the members of '84 enter upon their last year, they regret that they are no longer to listen to Prof. Angell's interesting and instructive talks on France and Germany.

Prof. Stanton has one of the finest collections of mounted birds in New England; and undoubtedly he has the largest in the State on ornithology.

Mrs. Stanton has a very interesting article on "Poets and Birds" in the September number of the *Atlantic Monthly*.

ALUMNI:

'68.—Prof. O. C. Wendell, of Harvard, visited Lewiston during the summer vacation.

'72.—Prof. J. S. Brown, formerly principal of Lyndon Institute, Vt., and during the past year instructor in chemistry in Doane College, Crete, Neb., has been elected to the permanent professorship of chemistry in the latter institution.

'72.—E. F. Nason has gone to Lyndon Institute, Vt., as assistant.

'72.—G. H. Stockbridge, who is employed in the United States Patent office, recently visited the college.

'74.—Rev. A. J. Eastman, who is preaching at Pittsfield, N. H., served last June on the examining committee of New Hampton Institution.

'75.—A. T. Salley, the late pastor of the Roger Williams church in Providence, R. I., has been elected to the chair of Sacred Literature, in the Theological Department of Hillsdale College.

'75.—J. R. Brackett, Ph.D., has accepted the position of principal of Drury Academy, North Adams, Mass.

'77.—J. A. Chase has resigned as pastor of the Church Unity, at St. Joseph, Mo.

'78.—Prof. F. O. Mower was married in San Francisco, Cal., July 12, 1883. The bride, Miss Carrie E. Walker, formerly of Wilton, Maine.

'79.—A. E. Tuttle is principal of the Farmington, N. H., High School.

'79.—W. E. Ranger, for three years principal of the High School in Lenox, Mass., has accepted an election to the principalship of Lyndon (Vt.) Institute.

'79.—E. W. Given has declined the position of principal of Woodstock Academy at Woodstock, Con., with a salary of \$1,300. He returns to his old place in New Jersey with a large increase in salary.

'80.—I. F. Frisbee was a student in Martha's Vineyard Summer Institute, during the last vacation.

'80.—W. H. Judkins, who was admitted to the Androscoggin Bar at the last term of court, has opened a law office at Lisbon Falls.

'80.—C. H. Deshon visited Lewiston during vacation. He is now teaching in Buffalo, N. Y.

'80.—W. A. Hoyt has secured a position as teacher of classics, in Cornwall, N. Y.

'80.—F. L. Hayes is to teach Greek in the Latin School, while pursuing his Theological studies.

'81.—Reuel Robinson has charge of the High School in Camden.

'81.—J. H. Parsons and O. H. Drake have returned to Maine Central Institute for another year.

'81.—W. P. Foster has been elected principal of Ellsworth High School.

'81.—E. T. Pitts, pastor of the Congregational Church at Limington, has tendered his resignation, to take effect in October.

'81.—G. E. Lowden commenced his labors with the Free Baptist Church at Houlton in August.

'81.—H. B. Nevens is in charge of the High School at Bridgton.

'82.—J. C. Perkins has been engaged to teach in Roxbury, Mass., during the coming year.

'82.—B. W. Murch was married in Hebron, June 29th, to Miss Isa B. Foster, of class '82.

'82.—S. A. Lowell is studying law in the office of Judge Wing of Auburn.

'82.—W. V. Twaddle, who entered the United States Signal Service, is now located in New Haven, Conn.

'82.—W. S. Hoyt is teaching at Cornville.

'82.—W. G. Clark has been employed on an engineering corps during the summer, by the Chicago, Milwaukee & St. Paul R. R. Co., in Dakota and Iowa. His health is very much improved, so that he hopes to return to the study of law soon.

'82.—E. R. Richards is editing a paper in Hailey, Idaho.

'83.—H. H. Tucker is teaching in Gray.

'83.—O. L. Gile has entered the Theological School, and is to take charge of the Pine Street Church.

'83.—Miss N. R. Little has secured a position in the Lewiston High School.

'83.—Miss S. E. Bickford was connected with the School of Languages at Amherst, Mass., during the vacation. She is now teaching modern languages in Maplewood Institute, Pittsfield, Mass.

'83.—A. E. Millett is teaching in Richmond, Mich.

'83.—J. B. Ham is teaching a High School in West Lebanon.

'83.—L. B. Hunt has been elected principal of the High School at Lenox, Mass.

'83.—E. J. Hatch studied law in the office of A. R. Savage during the vacation. He is now teaching a High School in Phillips.

'83.—F. E. Manson is principal of Machiasport High School.

'83.—D. N. Grice is studying law in the office of F. W. Dana of this city.

'83.—O. L. Frisbee has been engaged as manager of the Oceanic House, Isles of Shoals. He enters upon his duties immediately.

STUDENTS :

'84.—W. D. Wilson read a paper at the Ocean Park Assembly. Subject: "Young men of the South—their opportunities and probable relation to our country."

'84.—R. E. Donnell has charge of a High School in Weld.

'84.—C. S. Flanders has been elected principal of Corinna Academy.

'84.—Miss E. L. Knowles is meeting with fine success in canvassing for "Our Home," in Cleveland, Ohio.

'84.—Miss Kate McVay has just returned from teaching a long term of school in Sullivan.

'84.—M. L. Hersey, formerly of '84, is now in the Military Academy at West Point.

'84.—T. Dinning, formerly of '84, has gone to California to engage in teaching.

'84.—C. W. Foss intends to enter '85 next fall.

'84.—K. W. Spaulding has returned and entered '85.

'85—Has a new member, Mr. G. H. Downing of Delhousie College, Halifax.

'85.—A. B. Morrill is teacher of mathematics in Nichols Latin School.

'85.—C. W. Harlow was one of the waiters at the Glen House who received \$100 from the \$3,000 which Vanderbilt left to be distributed.

'85.—C. E. Stevens has been very sick at the Rangle Lake House, but is now much improved.

'85.—M. N. Drew has been acting as secretary and treasurer of the Lewiston and Auburn Horse Railroad. He has left college in order to enter the Boston Law School.

'85.—E. B. Stiles has been engaged to teach in Winslow Academy, Tynsborough, Mass.

'85.—W. B. Piper, formerly of '85,

has been elected principal of Lockford School, in California, where he has gone for his health.

'86.—W. H. Hartshorn has been engaged to teach in Nichols Latin School.

'86.—H. C. Lowden will not enter his class for a few weeks. He is now conductor on the Horse Railroad.

'86.—J. H. Williamson is teaching at Holden, Me.

'86.—J. W. Goff has charge of the school at Milton Mills, N. H.

'87.—Jesse Bailey is teaching at Georgetown, Me.

'87.—Roscoe Nelson has charge of a school in his own town, Canaan, Me.

'87.—P. B. Howe, W. G. Wheeler, A. F. French, and A. S. Woodman, each received \$100 of the Vanderbilt fund.

THEOLOGICAL :

Eight students have recently entered the class commencing the course in the Theological School.

'71.—G. W. Knapp is now preaching at East Greenville, Penn. He has recently had some additions to his church.

'72.—One of the interesting features of the exercises at Ocean Park, was an illustrated sermon by Rev. H. F. Wood of Dover, N. H.

'79.—During the four years' pastorate of C. L. Pinkham, at Northwood Ridge, N. H., ninety-five have been added to the church.

'84.—J. L. Smith has been sick at South Lewiston, but is now recovered.

'85.—A. E. Cox spent his vacation at Harpswell and Orr's Island, and supplied at the churches located there.

'86.—Franklin Blake has been supplying the pulpit at Greene.

EXCHANGES.

With the opening of the fall term at the institutions which they represent, some of our exchanges pass into the hands of entirely new boards of editors. This is the case with those papers which are controlled wholly by the Senior class. Some at this time receive recruits to their editorial ranks, while a portion of the old boards continue to serve. Others are publishing the central numbers of the present volume, and are continuing the administration of former terms with no change in the editors of the several departments. To the latter class it is the fortune of the BATES STUDENT to belong. To us it will be a matter of interest to notice the attitude which some of our exchanges assume with respect to each other. Are some of the new administrations to adopt a conciliatory policy, or will the remembrances of injuries inflicted on their ancestral line provoke to new hostilities? The STUDENT hopes to continue on friendly terms with all of its exchanges; and its editors always enjoy reading a good sharp criticism, whether on their own publication or on that of one of its contemporaries.

The second number of the *Hamptonia* did not reach us in season to be noticed in our last issue, but it has a claim to attention at the present time. The first number gave promise that the paper would take a high rank among school publications; and its prospects have not since been dimmed. The second number fully reaches the high degree of excellence attained by the first issue.

The following from the *Athenæum*, under the date June 9, may give some idea respecting the sentiment at Williams: "We are pleased to announce

that unless some unforeseen hindrance arises, Gov. Butler will attend our Commencement this year." Whatever may be the opinion in regard to the action of Harvard and the Governor's answer, it will be remembered, as has already been stated, that Williams conferred the degree of LL.D. upon him when he had not become sufficiently prominent, politically, to warrant the idea that it was given for any other reason than for his eminence as a lawyer, and his intellectual right to such a title.

The *University Press*, from Wisconsin, is not quite up to the average of the college papers of this country. Perhaps one reason for this is because it is published weekly. No paper can appear at as good an advantage if the amount of work put upon it monthly is divided among four numbers, as it will if it is concentrated upon one.

The *Wheelman* continues to make its appearance monthly, and is one of our most welcome visitors. It is printed on the best quality of paper, and is filled with readable matter from first to last.

An ably conducted exchange outside of the college circle is the *Kent's Hill Breeze*. One of the well written articles in the June number is on "Cuba and the Spanish Government." The following are its closing sentences: "Let the Cubans strike one more blow and their island, the beautiful Cuba, will be free. Let them persevere, for

'Freedom's battle, once begun,
Bequeathed from bleeding sire to son,
Though baffled oft, is always won.'

The *College Speculum* from the Agricultural College in Michigan shows that a classical education is not necessary for the editing of a successful college paper. This publication compares favorably with our other exchanges.

COLLEGE WORLD.

Tufts College received \$175,000 in gifts during the last year.—*Ex.*

The State University of Mississippi is now open to women students.

The Johns Hopkins University conducts five journals, devoted to original investigation in various fields.—*Ex.*

The number of colleges and universities in the United States increases on an average of fifteen every year.—*Niagra Index.*

Out of 38,054 alumni from fifty-eight colleges since 1825, 3577 are recorded as physicians, 9991 as clergymen, 6105 as lawyers.

A catalogue is to be issued at Dartmouth containing the names and addresses of all the living alumni of the college.—*Ex.*

Charles L. Colby, a son of Gardner Colby, the founder of Colby University at Waterville, Me., has given \$1,000,000 to establish a new university in Wisconsin.

Amherst College will hereafter give the degree of Doctor of Philosophy, open to graduates of three years' standing who take an additional course of two years in literature or science.

Boston University has now the largest conservatory of music in this country, whether measured by the number in the Faculty, the attendance of students, or the number and excellence of instruments and accommodations for pupils.

The degree LL.D. has been conferred upon Senator Bayard by Yale, Dartmouth, and Harvard. While in this instance worthily given, it is, nevertheless, a fact that degrees *honoris causa* are becoming too common. Mr. Bayard's chances of the democratic nomination in 1884 are good.—*Cap and Gown.*

In striking contrast with the stand

against athletic sports, so lately taken by the Faculty of Amherst, is the recent action of the Faculty at Williams, as reported by the *Athenæum*. It has been decided to give the Athletic Association \$200 for the improvement of the campus, and to allow the Base-Ball Association four holidays for playing games during the present term, in addition to the regular holidays. And yet, this action of the Faculty is not in conflict with the spirit of Dr. McCosh's recent remarks upon the tendency of college sports. They consider that since the injurious effects of college sports are manifested only as such sports are carried to excess, it is proper to encourage base-ball, for example, within limits, in order that the largest possible beneficial results may accrue from it, properly guarding it meantime, that it may be prevented from becoming a source of evil.—*Colby Echo*.

CLIPPINGS.

There was a man in our town,
And he was wondrous wise;
He wrote a crib upon a cuff
Of much diminished size.
But when he felt a little bored,
And yawned with arms extended,
This wise man gave himself away,
And straightway was suspended.—*Ex.*

Professor in Physics — "What is Boyle's law?" Student (with a carbuncle) — "To break out in the most inconvenient place."

Probably the meanest man on record keeps a boarding-house in San Domingo. Last month an earthquake turned the edifice upside down, and the very next morning he began charging the garret lodgers first floor prices.

Elderly Philanthropist (to small boy who is vainly striving to pull a door bell above his reach) — "Let me help you, my little man." (Pulls the bell.) Small Boy — "Now you had better run, or we'll both get a licking."

What is the difference between a lawn sprinkler and a Chinaman? One keeps the lawn wet, and the other keeps the *laun-dry*.—*Tech.*

College Professor to student — "This is the fifth time in the last two years you have been granted leave of absence to attend your grandfather's funeral."

AMONG THE POETS.

A DISAPPOINTMENT.

Black I wished my sweetheart's eyes,
But alas! they're blue;
Brown I wished her hair should be,
But its golden hue.

Once I saw her in my dreams,
Tall, with queenly grace.
But I find she looks her best
Locked in my embrace.

And I thought to woo her long,
Thinking of her pride;
But she rushes to my arms
When I throw them wide.

And so, in truth, she differs far
From my ideal, you see,
But one bit sweeter than she is,
I swear she ne'er could be.

—*Amherst Student.*

THE DESERTED CASTLE.

Upon a lonely mountain height,
There stands a ruined castle;
The glories of its name are gone—
Long dead, both lord and vassal.

The toads and snakes its banquet halls
Have made their habitation;
And owls and bats at pleasure roam
From turret to foundation.

The moat is filled with fallen stones,
The massive drawbridge broken,
The gateway, arches, pillars gone—
Of ancient strength the token.

Yet Nature hath a tender heart,
She mourns its desecration;
And clustering ivy strives to hide
The marks of desolation.—*Yale Record.*

Only a pure white rose,
As white as the breast of a dove;
The opening leaves disclose
Only a pure white rose.
To one in whom Cupid glows
'Tis the truest emblem of love—
Only the pure white rose,
As white as the breast of a dove.—*Ex.*

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JONATHAN Y. STANTON, A.M., Professor of Greek and Latin Languages.	GEORGE C. CHASE, A.M., Professor of Rhetoric and English Literature.
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CLASSICAL DEPARTMENT.

TERMS OF ADMISSION.

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

LATIN: In six books of Virgil's *Aeneid*; 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 dismissal 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.

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COMMENCEMENT, Thursday.....JUNE 28, 1883.

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The Course of Study comprises three years and as many classes; that is, the first year, or third class; the second year, or second class; the third year, or first class. The classes are so arranged that students can enter the school at any time during the year.

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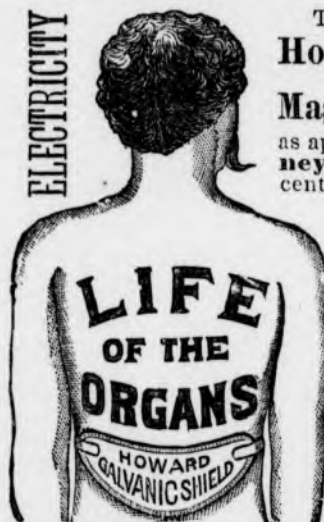
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CHANGE OF TIME,

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Passenger Trains leave Lewiston upper Station:

- 7.20 A.M., for Portland and Boston.
- 11.10 A.M., for Portland and Boston.
- 2.58 P.M., for Winthrop, Waterville, Skowhegan, Farmington, and Bangor.
- 4.15 P.M., for Portland, and Boston via boat from Portland.
- 11.10 P.M., (mixed) for Waterville, Skowhegan, and Bangor.

Passenger Trains leave Lewiston lower Station:

- 6.30 A.M., for Brunswick, Bath, Rockland, Augusta, Portland, and Boston.
- 8.10 A.M., (mixed) for Farmington, arriving at Farmington at 1.35 P.M.
- 10.30 A.M., for Brunswick, Rockland, Augusta, Bangor, and Boston.
- 3.05 P.M., for Farmington.
- 5.30 P.M., for Brunswick, Bath, and Augusta.
- 11.20 P.M., (every night) for Brunswick, Bangor, and Boston. This train returns to Lewiston on arrival of Night Pullman trains from Bangor and Boston, arriving in Lewiston at 1.40 A.M.

Passenger Trains leave Auburn:

- 1.23 A.M., for Portland and Boston.
- 1.14 A.M., for Portland and Boston.
- 2.48 P.M., for Winthrop, Waterville, Skowhegan, Farmington, and Bangor.
- 4.18 P.M., for Portland, and Boston via boat from Portland.
- 10.45 P.M., (mixed) for Waterville, Skowhegan, and Bangor.

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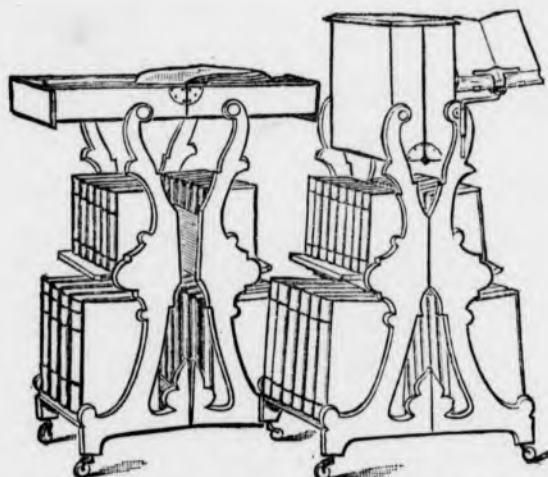
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