

12-1882

# The Bates Student - volume 10 number 10 - December 1882

Bates College

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DECENNIIUM

OF THE

BATES STUDENT.

VOLUME X.



NUMBER 10.

GRADATIM.

HOLIDAY NUMBER.

DECEMBER, 1882.

PUBLISHED BY THE CLASS OF '83,

BATES COLLEGE.

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DECENNIIUM

OF THE

BATES STUDENT.



GRADATIM.

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O. L. GILE, C. J. ATWATER, EVERETT REMICK, J. L. READE.  
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VOLUME X.

PUBLISHED BY THE CLASS OF '83,

BATES COLLEGE.



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A. L. Houghton

THE

# BATES STUDENT.

VOL. X.

DECEMBER, 1882.

No. 10.

## Bates Student.

A MAGAZINE PUBLISHED EVERY MONTH DURING THE  
COLLEGIATE YEAR BY THE

SENIOR CLASS OF BATES COLLEGE.

### EDITORIAL BOARD.

C. E. SARGENT,

O. L. GILE,

EVERETT REMICK,

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### EDITORIAL.

A YEAR ago, as editors of the BATES STUDENT, we assumed, with many misgivings, the most responsible position of our lives. We entered upon our work with no sound of trumpets; we close it with no self-commendation. We will say, however, that we have been enabled to greatly increase the size of the STUDENT, and from the interest that has been taken by subscribers, we have no reason to believe that the matter with which it has been filled has been inferior to that of previous years. This, however, we leave to the judgment of our readers.

From the known talent and energy of the editors who have been appointed for the coming year, we have reason to believe that the STUDENT will be greatly improved, and perhaps still further increased in size.

Our year's experience has had a tendency to narrow the chasm that seemed to stretch between our own conscious powers and the question of life's success. Journalism, in its very nature, is to a certain extent an epitome of all professions, so that even the editor of a college journal goes forth into the world with partially tried powers; and whatever profession he may choose he will not enter it absolutely as a novice, for he has already met the world as an original thinker and independent actor.

As the gymnast balances himself for a

moment before he attempts to walk over Niagara, so the young man, by means of college journalism, is enabled to get his balance before he attempts the perilous feat of walking above his fellow-men on the tight rope of his profession.

The good effects of the college publication are not confined to the editors, however. Their classmates, knowing themselves to be in no respect inferior, are forced to believe that they could edit the journal equally well, and thus their estimation of themselves is adjusted and measured, like that of the editors, by an actual test. But even this does not measure the possibilities of college journalism. It will, of course, be conceded by all that the colleges and universities represent the foremost thought of the age. We do not mean of course that the college professor is always the foremost thinker, but that the intellectual atmosphere of the college is more refined and sublimated than that which supports the mental life of the great masses. The books, the problems, and the thoughts which confront the student are the profoundest products of the ages.

The world moves forward in the line of civilization only so fast as the common mind learns to think and to attach a significance, beyond that of bread and butter, to the great thoughts of the ages. But the common mind cannot comprehend these thoughts; they are written in a dialect which they do not understand. They must be simplified, illustrated, and abridged. In short, the common mind requires an interpreter. Now who is so well adapted to act as interpreter as he who takes these thoughts directly from the lips of his instructors?

Of course no college paper in existence, at the present time, even approaches the function we would have it fulfill. But it is pleasing to notice the gradual increase in the dignity and worth of college papers in general. We believe that

the journal should be a joint product of Faculty and students, and the indications seem to be pointing in this direction. In the past ages the world has listened only to the words of hoary wisdom, for it has recognized only the wisdom of empiricism. But to-day the rapidity with which the car of progress bears us onward, makes it impossible that the old man should represent the highest wisdom. To-day the young man of culture is the acknowledged representative in the world's congress of thought. This is shown by the increased popularity of young men in all professions.

The average age of the college student is rapidly increasing, while the age at which the world recognizes his thought is decreasing. Hence it is but a matter of time when the college student must be regarded as a factor in the thought-world. When this period arrives, the college journal will be a power that will be felt.

We lay down our pen to-day confident in the prediction that the beginning of the twentieth century shall find the college journal the living exponent of living ideas.

By dint of hard and persistent work, we present to the readers of Vol. X. of the *STUDENT* almost a complete history of the graduates of our college. Some of the alumni have promptly responded to the call for their report; others have yielded to the second or third letter, and eight or ten, whose addresses we could not ascertain, have not reported at all. We wish to express our gratitude for the cheerful manner with which almost every graduate has endorsed the undertaking and complied with the request. We were sorry that one or two should refuse to furnish us with the facts of their history, on the ground that an advertisement of an establishment which our graduates do not patronize, appeared in each issue. We wish to say, with reference to this, that the financial success of the *STUDENT* demands



the strictest economy and most persistent effort possible. Hence, if the institution behind the ad. is *sound*, whether a rival to that attended by our brother alumnus or not, we feel justified in accepting it, and by so doing we ought not to be subjected to criticism. In this matter we must not be partial to any class or *any* profession. To do so would be injurious to the college, and suicidal to the interests of the STUDENT.

It is not our usual custom, in our editorial notes, to lay ourselves open to the charge of inconsistency or conflicting statements. To this end, we have refrained from discussing subjects on which there was much diversity of opinion among the editors. But, inasmuch as strong ground was taken in our last issue on the question of co-education, we believe that, both on account of the question itself—in regard to which a large number of the students hold opinions opposed to those there expressed—and the circumstances under which the article was written, it is but fair that the other side be allowed a hearing. We have no desire to “grasp the axis of the sun and turn him backward,” neither would we “press back into their tartarean dens the rising billows of the sea,” but we would call attention to a few plain facts in regard to the subject.

In the beginning we would say we are not of those who would keep woman in ignorance. We believe that woman has the right to demand that her natural gifts of intellect be cultivated as much as her brother man's. But because her natural talents are usually in a different direction, and the paths which she usually pursues in after life are different from man's, we question seriously whether her mind can be developed so as to be most useful, both to herself and the world, by the same

course of study with men, rather than in institutions prepared for her alone.

It is getting late to speak of co-education merely as an experiment. From the number of years it has been practiced at Bates, Colby, and Wesleyan, we can judge something of its results. At these institutions there is a small proportional part of lady students, and their increase is but very slow. On the other hand, while these colleges have been open to ladies, at Vassar, Smith, and Wellesley, institutions founded for their special benefit, the attendance has increased till it is numbered by hundreds, and there is sometimes hardly room for all who apply, showing that the great majority of ladies, at least, do not comprehend the advantages of co-education. Owing greatly to the influence of fashion through successive generations, the physique and power of endurance of woman, is, as a rule, weaker than that of man, and the same course of study that would have no injurious effects on the latter, would compel many of the former to retire with shattered health. When, as is sometimes the case, the ladies of a class take no interest in class matters, their presence and influence tends greatly to the weakening of that class feeling and loyalty which, with all its perversions, is of no mean benefit, as it gives to college life much of its peculiar charm, and in after years is one of the strongest ties that binds the graduate to his *Alma Mater*.

The president of one of our leading colleges, being asked when the institution, of which he was the head, would open its doors to ladies, replied, “When Vassar opens its doors to young men,”—a view of the case that, though not often presented, and, perhaps at first thought, appearing ludicrous, cannot be called other than consistent. It is worthy of note that the larger colleges do not seem inclined to favor the system. Yale and Columbia

hold aloof, and the Harvard "Annex" cannot properly be called an example of co-education in its accepted sense.

For several years the tide of public sentiment has generally flowed in its favor, but a reaction is not impossible. But a few weeks since, a correspondent of the *Boston Journal*, in reviewing the situation and existing influences at Colby, predicted its failure there. The same influences are, many of them, liable to be found in other institutions. Its future career will be a matter to be decided only by the coming years.

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The Faculty desire to interfere with the publication of the *STUDENT* just as little as is consistent with the welfare of the college. But it would, perhaps, be well for them to make plain to each succeeding Board of Editors the function of each member, so that there can be no misunderstanding as to each one's duty. The First Editor should have the arrangement of the matter of the magazine, and, in addition, the personal management of the exchanges. All articles for publication should pass to the printer through the hands of some one person, properly the First Editor. In this way, much annoyance may be prevented, both to the printer and to the editors. When each editor carries his own matter to the printer there is inevitable confusion, and often additional cost.

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In the *Lewiston Journal* of Dec. 18th, is a long editorial on "Education vs. Polish." The subject which called forth the editorial was the meeting of the friends of Bates in Boston. From it we quote a few passages: "Rev. E. E. Hale, of Boston, of whose cordial friendship Bates College has a right to be proud, truthfully remarked that he felt that an opportunity is before it of useful work

during the next fifty years, which Harvard College or any of the larger colleges are not in a position to render. It is most certainly true that the work of the large, wealthier, and more aristocratic colleges is not at all comparable in good results to the work of the leaner institutions, considering the comparative expenditure and the comparative enrollments of students." . . . "The rule is that the young men who will be attracted to the rich and aristocratic colleges, will be those who have had their chances in life made for them—those who go to get through and bear off in some or other way, the mastership of arts, irrespective of actual equipment therein." . . .

"Now for the plainer and more homespun colleges the literary fops do not hanker. To most of the colleges of New England, located in quiet, rural places, gravitate young men who go to college because they have an ambition to get to the top— young men who have the bank account of no dad to draw on, yet prefer to wear the old suit and board themselves, if need be, teach school in winter, and wait on the nabobs at summer hotels in the dog-days, rather than surrender the chances for education."

---

Before retiring from the business management of the *STUDENT* we desire to thank all who have coöperated with us in our labors. We would especially thank those who have so generously responded to our efforts during the year to increase its circulation, which now is the largest of any collegiate paper in the State, and we believe it will compare favorably with any in the country.

We wish also to thank those who have so willingly filled our advertising columns. While it has been a favor to us, we trust it has not been without profit to them.

To the class of '83, we thank you for your hearty support and assistance rendered us

in our work. And it is with pleasure we submit to you the following report: During the year the circulation of the *STUDENT* has increased one-third and the advertisements two-thirds, which amount to \$552.00. At the beginning of the year we made the same contract with the *Journal* office as the former classes in respect to size and number. But in order to supply the demand we have published 1600 additional copies. By the last of May it was evident that the *STUDENT* would pay \$200 above expenses. After some deliberation it was decided to give our readers the benefit of this by increasing the publication. We had already increased it by two pages of reading matter and five pages of advertisements. In accordance with this plan the Commencement number contained sixteen pages of reading matter and five pages of advertisements extra, total forty-seven pages, with a steel engraving of the college grounds and buildings. During the balance of the year it has contained the same number of pages of advertisements as the June number (thirteen pages), and the September and October numbers, eight pages extra of reading matter, total thirty-nine pages. The November and December numbers contained six pages extra of reading matter, total thirty-seven. The former contained an electrotype of the late Hon. L. H. Hutchinson, '71, and the present number that of the late Rev. A. L. Houghton, '70, and index for Vol. X. The increase of the *STUDENT* has not been so apparent on account of the thinness of our paper and size of our type. Saying nothing of our paper, the next size type (long primer), with which a majority of our exchanges are printed, would make the *STUDENT*, without any increase, about thirty-two pages, the June number fifty-seven pages and the present number about forty-five pages. On account of the outstanding bills we

can not fully report the finances. Although our expenses have been \$200 more than any former class, yet we are happy to report we shall more than meet them. It is the first time, to our knowledge, that the *STUDENT* has more than payed its expenses.

To the manager of '84 we extend our best wishes. With the entire confidence and support of his class we are confident that the *STUDENT* will improve under his management.

We are pleased to note the interest that the Senior class has taken in astronomy since the new telescope has been ready for use. This instrument, which was recently presented to the college by a gentleman of Providence, R. I., is one of Clark & Son's best Cambridge refractors with a focal length of  $7\frac{1}{2}$  feet and an aperture of  $6\frac{1}{2}$  inches. It has a magnifying power of 600, and is said to be one of the very best instruments of its size.

We have observed, with pleasure, the sun's spots and the moon's depressions, the most remarkable double stars, clusters, nebulae, the different constellations, Jupiter with its belts and satellites, and the rings and satellites of Saturn. We looked forward to the transit of Venus with great interest. But our hopes seemed blighted when we looked out on the unpromising character of the weather on the morning of Dec. 6th. The sky was overcast and gave every indication of a rainy day. Total disappointment, however, was not in store for us, for as the critical period of the contact of Venus and the sun approached, a brightening in the sky gave hopes of a successful observation. As the morning proceeded, the sky began to clear, and at about 10.30 A.M., we saw the celestial beauty spot on the face of the god of day. Until noon, a persistent curtain of clouds somewhat obscured it. But the sky was nearly clear



at 1 P.M., and it continued so until the external contact, which was clearly defined at 3.27 P.M.

It was Prof. Stanley's purpose not to confine the observation to scientific purposes, which would have been limited to only a few, but to give all the students and friends of the college an opportunity to observe the transit through the telescope. He arranged a screen behind the instrument, on which the sun was plainly photographed. Its image was made to appear about six inches in diameter, and a little, round, black spot, as large as a small pea, was the shadow of Venus. The "finder" was used to look directly at the transit. The observatory building was well filled during the transit. Among those present were Prof. Jordan and his class of astronomy from the high school, many of the alumni, and several of the most prominent citizens of Lewiston.

We could not help reflecting, as we looked at the little black dot which no human power can deviate from its orbit, that, long before another transit takes place, this generation will have passed away,—still we bespeak a bright sky for that June morning of 2004, when eyes again will witness that immortal panorama.

---

#### ALPHONSO LUZERNE HOUGHTON.

Rev. A. L. Houghton, son of Hon. A. E. Houghton, was born in Weld, Maine, May 3, 1847. He fitted for college at the Farmington and Wilton Academies, and at Nichols Latin School. He entered Bates College in 1866. After graduation he spent two years at Bates Theological School. During this time he was tutor of Latin in the college. Before leaving the Theological School in 1872, he was chosen pastor of the Free Baptist Church, Law-

rence, Mass. He married Miss Harriet B. Mallet of Bath, Jan. 1, 1873. Their only child, Arthur S., was born July 27, 1876, and lived but a few weeks. Mrs. Houghton died Sept. 2, 1876.

Soon after his wife's death, he received a call to the Roger Williams Church, Providence, R. I., but at the earnest solicitation of the society at Lawrence, he decided to remain with them. The announcement of this decision, made on the Sabbath, was received with an outburst of applause. In 1877 he was elected to the Board of Fellows of Bates College. On account of failing health, his church gave him a vacation of four months which he spent in a trip to Europe. He sailed from New York, July 6, 1878, in the ship *Anchoria*, and returned the 11th of November following. He continued his preaching until the 1st of Oct., 1880, when he resigned his pastorate and went to Colorado, for his friends were afraid to have him spend the winter in New England. His health did not improve, and he came home to his father's house in Weld, April 30, 1881, where he died the 2d of October.

When Mr. Houghton entered college, he was already a Christian gentleman. His home training had been the very best. He was prepossessing in appearance, and his countenance indicated intelligence, energy, and purity of character. With unusual distinctness, I remember my first interview with him, the time, place, and some of his remarks. He was frank and did not disguise the fact that he intended to be a scholar. Possessed of a body rather frail, but of a fine mind, he pursued his college studies with great energy and spirit. He neglected no branch of study because it was distasteful to him. I think that he was not a natural mathematician, and that the higher mathematics was somewhat difficult to him, but his courage and perseverance gave him the victory even here, and in this branch of



study he became one of the best in his class. In the public debate of his Sophomore year he was awarded the prize. His production, considering his advancement, was remarkable for its vigor of thought and clear arrangement. At his graduation he received the highest honor of his class. Although untiring in his regular studies, he found much time to devote to reading. He read the very best books. After his death I had the opportunity of looking over his library, and I was interested to learn whether he had bought for himself some of his favorite books which he had so often taken from the college library, and I was pleased to find that he had done so. He was by nature a student, and he loved as friends the books which he had become intimately acquainted with.

As a scholar, he had high aspirations. He aspired to be excellent, rather than to excel. Whatever faults he had were upon the surface, and did not reach the foundations of character. In thinking of his college course, I cannot recall a single instance in which he was not true to his fellow-students, true to the college Faculty, and true to himself.

After he settled in the ministry, he continued to be a student. He had so rigidly trained his mind that he loved intellectual labor, he loved sermon writing, hence his sermons were always fresh and constantly improving in quality; consequently he fed, both intellectually and spiritually, his people to their entire satisfaction, from the day that he entered upon his duties at Lawrence, to the close of his ministry. He was naturally social, and I learn that he was an admirable pastor and that, although young, he was enabled, to an unusual degree, to sympathize with his people in their trials.

It is due to the church at Lawrence to say that they proved themselves worthy of their pastor, and that they did what

they could to make life pleasant while he remained with them.

Mr. H. was a man of honor, free from all suspicion and petty jealousy, true to every cause that he ever espoused. When he could do nothing more for the college, he left to it, by will, his valuable library, and the money which he had accumulated. A more noble legacy he has left to us all in a blameless and earnest life and exalted character. His life was short, and uneventful, but very important and significant. He was a model son, student, husband, friend, and pastor.

---

### LITERARY.

#### THE WHITE HILLS.

BY W. P. F., '81.

The free and buoyant air whose cool breath thrills;

The drowsy hum of insect-haunted tracts

In summer noons; the roar of cataracts;

And the clear murmur of the thousand rills  
Each mountain hath—a slender choir that fills

With such fine melody the tree-clad steep,

It maketh but the silence seem more deep;

The fury of the midnight storm that shrills

In rocky fastness seldom trod by man,—

A multitude of sounds beloved of Pan

In other ages, ere the sleep that kills

Fell on him in a cave of Thessaly:

Come, ye who love such riotous melody,

Hear the north wind sweep through the great  
White Hills.

---

#### THE USELESS IN EDUCATION.

BY H. S. C., '75.

“TO prepare us for complete living is the function which education has to discharge,” are the wise words of a modern philosopher.

That course of training must be best which best prepares us for “complete living.” The combined wisdom of the past has sanctioned the curriculum of the college or university as affording the broadest

and safest foundation upon which the youth can erect the superstructure of his life-work. To advocate a different course was to be considered guilty of an educational heresy.

But have not hosts of college graduates been compelled to admit that their college training was wholly inadequate to their vital needs? That it might have been far more profitable than it was, because, tested by the experiences of their after life, the college course contained a great deal that was useless, and omitted too much that was useful?

Take, for example, the curriculum at Bates. The special preparation for entrance upon the course requires, at least, three years. The Latin and Greek languages and studies related to these occupy the student's attention the larger part of these three years. His entrance into the college depends mainly upon his knowledge of these languages. During the first two years of his college course, (and in some colleges, more,) the Latin and Greek are the chief articles of his intellectual diet. He studies French and German one year each. In these languages he converses little, writes less. The leading natural sciences occupy his attention one term each, more theoretically than practically. He dips a little into the depths of logic, analogy, psychology. The great English classics and the incomparable English language receive far less notice than the productions of a remote antiquity. The American classics are barely noticed. Modern history, science of government, and many other important studies are left out in the cold. Mathematics, indeed, receives its full share, as many a poor, unmathematical brain can testify.

When this course is completed to the satisfaction of all concerned, our educated young man is launched forth from the commencement stage splendidly equipped

for the "battle of life." As a result, he may be able to read at sight the "Ædipus Tyrannus of Sophocles," but finds it difficult to analyze the common flowers and plants within a mile of Parker Hall, or explain in what respect the Congress of the United States differs from the English Parliament. He goes up and down the land seeking for the principalship of the high school at \$1,000 a year, for which position forty-nine others have applied; while, at the same time, a large manufacturing corporation is advertising for a practical chemist, and offers a tempting salary, but receives few responses.

We recently visited a flourishing academy over whose deliberations presided a graduate of a famous New England college. He told, with evident pride, that boys fitted by him had entered some of the leading colleges without conditions, yet we heard him make a statement with the utmost seriousness to a class in physics that the pressure of air upon a pair of Magdeburg hemispheres, four inches in diameter, is the same as the pressure upon a circle of the same diameter, and the class found the pressure accordingly.

We doubt if one graduate in ten finds the ancient classics of any practical utility in the concerns of life. Usually, at the end of five years after he has received his A. B., every vestige of Greek has disappeared below the horizon of his mental vision. Occasionally, he fondly repeats, "*Arma virumque cano*," or some other well-known passage to assure himself that he once studied Latin.

But this is taking a too material view of things. We are assured that a classical training has for its main object, not practical utility, but the acquisition of mental power; that it is a sort of mental gymnastics that make the mind strong, athletic, able to solve the vexed problems of life. Grant to the ancient classics all the advantages claimed for them as a means

of mental discipline, yet we claim that their importance is greatly exaggerated.

Doubtless there was ample reason why the ancient classics occupied the supreme place in the curriculum of the English university, and, by inheritance, in the American college. For over two thousand years they were the learned languages of the world. They contained about all that was valuable in philosophy, art, science, literature. They were indispensable to the scholar, who found in them the valuable treasures of the past. To them he went to find the source of modern languages—the germs of modern civilization.

But the past two centuries have witnessed marvelous changes. A new civilization has sprung up. The sciences are making rapid strides. Events that are shaping the destiny of the future are daily becoming matters of history. A language, destined to become universal, has become rich in a literature that surpasses all the treasures of the dead languages. If we mistake not the signs of the times, there is a loud demand for scholarship that is less familiar with the civilizations of the past, and that is more intimate with the forces of the living present.

The ancient classics cannot be dispensed with. They must occupy some part of the college curriculum. But we make a plea for that change which will abolish the useless, admit more of the useful, and thus produce that broad scholarship which best prepares the youth for "complete living."

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SMOKE AND ASHES.

BY S., '81.

I sit and smoke as evening grows,  
And fades the twilight's gleam;  
The spark on my Havanna glows,  
While recollections stream

Upon me thick and fast as flows  
The current of a dream.

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The buoyant pleasures of the past,  
The joys with naught to mar,  
The hours I wished might always last,  
The hopes that reached afar  
Into the future vanished fast  
In smoke, like my cigar.

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We keep the ashes of dead years  
In memory's sacred urns,  
Nor think the *now*, that sweet appears,  
Already smokes and burns,—  
Like my cigar, the spirit cheers,  
And then to ashes turns.

The seasons come and go, and night  
Succeeds the brightest day;  
And pleasures one by one from sight  
Forever fade away;  
But joys of love—the *soul's* delight—  
Remain with us for aye.

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THE LOST BOOKS OF THE  
EARLY HEBREWS.

BY A. T. S., '75.

AS one looks upon a near range of mountains, reverently measures their height with his eye, feeds upon their grandeur, and observes how they troop forth from the blue of the horizon on his right, and disappear in its depth on his left, like a train of flying cars, he discovers, here and there, between the nearer peaks, the outlines of remoter ranges, wrapped in mists and clouds. He knows that there is a background, the outlines of which his eye cannot trace.

Such is the experience of him who looks upon the Word of God. Its books and truths stand out with exceeding boldness. No mountain range has vaster proportions. The first impression is that, in a literary point of view, they, like one of their characters, "are without father, without mother, without descent, having neither beginning of days nor end of life."

But a closer inspection reveals, here



and there, in isolated passages, vistas running back and revealing to our astonished eyes a literary background, enveloped however, in deep obscurity. We can see but little, yet enough to teach us that contemporaneous with the books of the Bible, were other writings of a secular and religious character. As the Word is our only authority for this statement, we will let it speak for itself.

The first glimpse we get of a literary background to the Bible, is afforded in Gen. iv. 23, 24. The passage in question is an evident quotation, and was incorporated into the book of Genesis nearly twenty-five centuries after its utterance. The book, or writing, from which this extract was taken, was regarded sufficiently reliable to warrant Moses in quoting from it. What is said here of this passage, can with more or less force be said of much of the record which antedates the time of Moses. From whence did Moses obtain the history of the flood, and the dimensions of the ark, and the other minute details narrated? Either from inspiration or from older written histories of these events. But when we consider the structure of the Bible, and how the chronology of other writers was obtained, we are led to believe that Moses was partially dependent for his chronology in Genesis upon written documents. The Scriptures, therefore, furnish us with slight, indirect proof that at least a meager literature, chronological in its character, existed from very early days among the ancestors of the Hebrew nation. That such a literature did exist at a later period is settled by unmistakable quotations.

In Numbers xxi. 14, Moses quotes from "The Book of the Wars of the Lord." The title shows it to be religious, and the quotation is made to show the location of the brook Arnon. He regards it as authoritative or he would not adduce it as proof. Here is a written history of the

wars of God's people during their wanderings, evidently the work of some author contemporaneous with Moses. But a written history never sprang into existence without it had for its literary ancestry just such fragmentary, chronological effects as we have inferred were in existence two thousand years before.

In Josh. x. 12, 13, we have another quotation, this time from "The Book of Jasher." The book is historical in character and is appealed to to prove such an important event as the standing still of the sun and moon at the command of Joshua. Its authority is beyond question.

There were then two books, "The Book of the Wars of the Lord" and "The Book of Jasher," which to all appearances antedate the writing of the Pentateuch and were made use of by Moses and the author of Joshua. It seems more than probable that these two books, and others, for they could not have been the only writings then existing, were depended upon for many of the dates and particulars given to us in the first six books of the Bible.

Four hundred years later the writer of Second Samuel appealed to this same book of Jasher (2 Sam. i. 18) to substantiate a statement of his, which shows in how high esteem the book was held.

In 1 Sam. x. 25, another document is mentioned, written by Samuel and deposited by him among the sacred archives of the nation. It appears to have been a description of the kingdom which Saul was about to inaugurate.

Later, we find other books and literary works in existence: three thousand proverbs, and songs one thousand and five, and other works by Solomon; 1 Kings iv. 32, 34; also "The Book of the Chronicles of the Kings of Israel"; 1 Kings xiv, 19; and "The Book of the Chronicles of the Kings of Judah."

In 1 Chron. xxix, 29, the reader is referred for fuller particulars to three dis-



tinct and comprehensive histories of King David, one by the seer Samuel, one by the prophet Nathan, and the third by the seer Gad. No one can deny that these works were equal in authority to those which in after years became incorporated in the sacred canon. In 2 Chron. ix. 29, reference is made to three other histories in which the reader is told that he can find a more copious account of Solomon. They were sacred books, as their names indicate: "The Book of Nathan the Prophet," "The Prophecy of Ahijah the Shilonite," and "The Visions of Iddo the seer."

Two more sacred books are referred to in 2 Chron. xii. 15, the one written by Shemaiah the prophet, the other by Iddo the seer."

A copious history of King Uzziah was written by Isaiah the prophet. The prophet Jehu is said to have written the biography of Jehosaphat, 2 Chron. xx. 34.

Besides our present book of Lamentations, another book of Lamentations is referred to in 2 Chron. xxxv. 25, written by Jeremiah.

There are several other references of a doubtful character which I omit to mention. But here are ten sacred contemporaneous histories referred to by the writers of the Old Testament, besides other books of perhaps less authority. At least twenty books of a historical nature are cited and sanctioned, most of which stood on an equality with those which belong to the canon. But these were not all. The Hebrews were poetical to a certain degree, many a snatch of their war songs and peace tributes in the meter of their days have been preserved in the Old Testament.

Several legitimate inferences may be drawn from the above facts.

1. If the copious histories, to which our attention has been drawn, had been

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preserved, they would furnish valuable commentaries on portions of the Old Testament Scriptures and reconcile some of their discrepancies which, with our present light, are irreconcilable.

2. Several, and perhaps all, of the historical books of the Old Testament are epitomes of history; 2 Chron. ix. 29: "Now the rest of the acts of Solomon, are they not written in the book of Nathan the prophet, and in the prophecy of Ahijah the Shilonite, and in the visions of Iddo the seer against Jereboam the son of Nebat?"

3. We infer the absence of a continuous miracle in preserving the revelations of God to men. The visions of Iddo the seer against Jereboam and the prophecy of Ahijah, and other such writings, have been lost, while the visions of Zephaniah against Moab, and of Habakkuk against Chaldea have been preserved.

4. We infer that many of these lost books were of equal authority and value with those preserved, since a portion of the latter are abridgments of the former.

5. We infer the great fullness and frequency of God's revelations in early days.

6. We conclude that if all God's revelations had been preserved and handed down they would form a literary collection too vast to be generally read.—*Morning Star*.

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XMAS, 1882.

BY KATE GOLDSMITH.

I thought when the spring-time came,  
And violets were in bloom,  
This is the fairest time to live,  
Fairest to lie in the tomb!

I thought when the summer spread  
Its beauty of rose and light,  
'Twere sweet to live for aye like this,  
Or 'twere sweet to die to-night.

I thought when the autumn glow  
Was coloring field and wood,

Living was much to be desired,  
Yet dying might still be good.

I think when December's snows  
Are making the whole earth white,  
'Tis well to live one's best to-day,  
Or to die one's best to-night.

O'er all is the Father's care;  
And the Christmas bells will chime;  
Living or dying, we should be  
Rejoicing in Christmas time.

As the changeful seasons go,  
They tend toward the *Living Light*,  
Whose star hath lit the rolling years  
Since the first glad Christmas night.

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#### YOUNG MEN IN POLITICS.

BY L., '82.

THE next decade in the political history of this nation must witness radical changes in party policy and party leadership. Young men and newer ideas are beginning to demand a place and an influence in the moulding of legislation and the management of affairs. Men are coming to the front who do not hesitate to disregard party precedent and usage, who value principle more than party, and who will not call in vain for better laws and a purer administration of those laws. As a nation we are passing through a crisis. The unrest engendered by misrule has gradually increased until the intelligent masses everywhere are ready to forget the party feuds of the past and rally together around the banner of reform. I do not mean the reform which is the cloak of party tracks and sore-heads, but a reform live and vigorous and earnest which shall drive forever from American politics the curse of patronage, which shall give to every man, rich or poor, his rights in ballot and property, which shall effect the necessary changes in revenue and currency laws, which shall bring about legislation upon questions of temperance and

morality, and which shall place in the hands of the government the railroads and the telegraph. It is the young men whose feet are not bound to ancient treadmills, whose minds are unhampered by fossil ideas and theories, who alone can accomplish all this. They alone can secure and hold the confidence of the people. Once let the intelligent voter see that the cry of reform is not a screen behind which lurks desire for office, once let him see that energy and young blood is infused into the ranks of reform, and around its standard will rush the better element of every party. The cry has sounded so long as a hollow cry. It has served so long as a blind for dishonesty and trickery that it has almost ceased to mean reform. The name reformer has become synonymous in politics with fanatic and sore-head. But a change has come. The overthrow of bossism is but the opening skirmish in a resistless war against the methods and practices in government and society which the people have borne too long. The great political upheaval which the nation has just witnessed is not a partisan victory. The people have simply made use of one of the great parties as a means of punishing the other.

The young men of the nation have said, let the civil service of this government be placed above party. Let the primaries of the great parties be conducted fairly and by the people. Let political assessments and administrative intervention be done away with forever. They have expressed themselves with no uncertain voice, and the popular will must be obeyed. The way has been opened for other and higher reforms. Every State will demand, through its intelligent voters, that the tariff be revised till every industry is fairly protected, but not at the expense of the consumer; that the questions of banking and currency be finally settled or placed beyond the whim of party or

demagogue; that wiser laws be enacted relating to the liquor traffic; and that Sunday, at least, shall not be a day of debauchery. All these questions, it is true, have been before the people, but as planks in platforms on which the best do not care to tread. So long have they been in contact with the decayed and putrified fabric which usually constitutes the rest of the structure, that they are almost tainted themselves in the minds of the voters. Gradually they will be torn from their rotten associates and gathered together into one grand whole, over which the young men of the nation under the pure banner of progress and reform will march to victory. It is the young men who are just stepping into the arena who are to be in this, the leaders. They alone can successfully demand of the old parties that these matters be seriously and honestly considered. Older men are too closely identified with the parties as they have been; are too closely wedded to the old order of things to draw around them the masses, and though for a time they may seem to rise above party, they cannot long oppose a system to which they have clung for a life-time. In the hands of the young men lie the destinies of the nation. The stand they take will decide the character of the government. There are yet hard and doubtful battles. Grave difficulties must be encountered before man can be made to see these questions as they are, but intelligence and right will, in the end, be victorious. Let the educated young men in the land see to it that on every question his influence is felt. The old parties have been made to see that if they would hold the young voters they must drop their machine leaders and systems. Let them understand that they cannot exist upon a record however grand, but that on their standard must be raised principles that do not make reforms a mockery.

Let every young man to whom is given

the right of suffrage see to it that his influence in his party is thrown on the right side, and the outcome of the struggle with the evils which face the nation will not be doubtful. Let young men not forget that there is something above and beyond the flimsy ties which usually bind parties and factions together. Let the young men stand as a unit and neither pride nor precedent nor party can long stand in the way of progress and just government.

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### IN UNIT'S PLACE.

BY S., '99.

I know not from what beginning  
My spirit has been evolved,  
Nor through what vast mutations  
In the problems God has solved.  
Yet I feel I'm not a cipher  
At the left of all that's wrought,  
Though I cannot move great nations  
With the iron hand of thought.

Though my deeds be few and lowly,  
And of small account my work,  
Hidden germs of mighty meaning  
In each little deed may lurk.  
And I know I am a factor  
In the work that God has done,  
Though I'm but a star that twinkles  
Faint beside a rising sun.

Human deeds we cannot measure,  
Those we count so grand and bold  
May be sounding brass in Heaven,  
While the little ones are gold.  
If I cannot stand in millions'  
Nor the thousands' column grace,  
Cheerfully in sweet submission  
I will stand in unit's place.

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Our modesty forbids our devoting the last two pages of the *STUDENT* to favorable criticisms from other publications, as was done last year.

An open-air concert was given in front of Parker Hall one evening during the last week of the term. Tin horns were the principal instruments used.



### COMMUNICATIONS.

HILLSDALE, MICH., Nov. 14, 1882.

*My Dear Editors:*

I thought you would let me off when I told you that I had already sent one letter to the *STUDENT* since I have been in H.; but since you do not, I will see what can be done.

To-morrow morning at 8.40, after the first recitation of the day, there will assemble in the chapel of Hillsdale College, for devotional exercises, about 425 students, one-third of whom are ladies. The majority of this number are in the academic department, i. e., are members of the four college classes, or of the preparatory department. The rest are divided among the theological, the commercial, the music, and the art departments. The forthcoming catalogue will contain the names of thirty-two theological students who have been under the special charge of the venerable Professors Dunn, Butler, and Mills.

The commercial and telegraphic department is in a building by itself, provided with all the appliances for the study of commercial science and telegraphy. The wire of the Western Union line on the Lake Shore and Michigan Southern Railroad runs through the building. The department is under the direction of Profs. Rideout and Drake. The former is famous as the inventor of the Rideout Heater, and the latter as being one of the finest penmen in the West.

During the current year, 163 students have received vocal and instrumental instruction in the music department. The majority of this number are catalogued also in other departments. At the head are Prof. M. W. Chase, formerly of Auburn, and fourteen years ago organist at High Street Church; and Miss Carrie S. Hancock, who won a reputation as a singer before becoming connected with

this department, and who now teaches voice culture.

Prof. Geo. B. Gardner, a superior artist, of German birth, is in charge of the art department, and teaches private pupils in oil and water colors,—nine at present—and classes in drawing and perspective. There are now on exhibition in the studio, a number of the artist's fine paintings. His landscapes, and notably among them, some White Mountain scenes taken from nature, are of rare merit.

The academic department affords three courses of study,—the classical, the philosophical, and the scientific. The curriculum in the first is substantially the same as at Bates, except that only one modern language is required, the other being made elective with general geometry and calculus. The philosophical requires no Greek, and the scientific but little Latin. Of the regular academic instructors the oldest is President Durgin, a native of New Hampshire, and for three years a student of Colby University, but a graduate of Union College. He has the classes in mental science and political economy. Prof. Fisk, instructor in natural sciences, is also a native of New Hampshire, but a graduate of Brown University; he has also had the advantage of post graduate study at Harvard and at a German university. He is an enthusiastic naturalist, and the efficiency of his department is surpassed in few colleges in the country.

The instructor in *belles lettres* and German, Prof. Copp, is a graduate of Hillsdale and of Andover. He has studied also at Berlin and Gottingen.

The mathematical department is so fortunate as to have at its head a man that can see marvels of beauty in a geometrical figure, and get as enthusiastic over a mathematical demonstration as if it were a beautiful landscape. He has two assistants in mathematics, having himself also astronomy and physics. Prof. Haynes is



a graduate of this college, in the class of '75, as is also Prof. Mauck. The Latin instructor, Prof. Mauck, was formerly the instructor in Greek, until he took a leave of absence and pursued a course of study at Johns Hopkins. After his return, in '81, he took the Latin classes. He also has an assistant. French is taught by Miss Vance, the Preceptress, a graduate of a Vermont seminary. She has other classes in the preparatory department.

In a previous letter, a slight description was given of the college grounds and the five college buildings. There is no occasion, therefore, to launch out in that direction. Nobody here ever fires the campus. Never does the melodious note of the horn break upon the night air. Indeed it is to be gravely doubted whether Hillsdale students have ever adequately realized how indispensable a requisite to a liberal education, a horn is. But I suppose, even at Bates, customs may have changed in three years, and music is very likely now on the decline. It certainly used to meet with serious drawbacks on account of the lack of refined musical taste among the members of the Faculty. Cane rushes, too, are unheard of, but a hat rush is no uncommon thing, for it is by no means incompatible with co-education; and it has been demonstrated that a girl can make for a hat with as much proportionate muscular activity as any boy. The time perhaps will one day come, when in writing about a college it will not be necessary to mention these accessories. Indeed, their history would even now be very limited as far as relates to Hillsdale.

I regret, Messrs. Editors, that the pressure of other duties has obliged me to write so hasty a letter; but there comes with it the greetings of one whose interest in another college has by no means lessened his affection for his *Alma Mater*.

Yours eightily, F. L. H.

### "THE DEBT WE OWE TO SCIENCE."

BY G. S. R., '67.

*Editors of the Student:*

I have never been more forcibly impressed of the deep truth of Tennyson's famous line—

"Knowledge comes, but wisdom lingers,"

than on reading a short paper in your last number under the caption that appears above, and to which my attention has been specially invited. You will pardon me, if I venture the prediction that your ardent devotee at the shrine of science will be quite as much amused, if not chagrined, over his Sophomoric production fifteen years from this date as—well, as I am! The paper is an exceedingly felicitous illustration of the poet laureate's striking line. In the brief time and space at my command, I can do no more than suggest a few thoughts, which ought to have further elaboration, relative to "the debt we owe to science." Allow me also to make the further prefatory remark, that I do not propose to "deny any fact," whether stated by our author or any one else. It is not the part of wisdom, however, to admit that every statement is true, even though it be proclaimed with "churchly" dogmatism!

Now, in the first place,—to be analytical and categorical—our author enumerates certain serious evils under which humanity suffered—"was held in bondage for fifteen hundred years." Would he have us infer that religion was responsible for these evils which were confessedly great and burdensome? The facts show—and science wishes to know the facts, indeed, has nothing to do with theories—that these evils came upon the human race not because of religion, but from the want of it. Ignorance, superstition, "priestcraft," if you please, and not religion, were the abundant springs whence all these evils—and others not mentioned—flowed. The man who does

not know that fact is a socialist and not a scientist!

Secondly, our author makes the assertion, with regard to the great changes for the better that have been brought about since "the darkness of the middle ages," that "science has done it all." We wonder if he ever heard of a priest by the name of Martin Luther, and if he does not know that the Reformation had something to do in breaking the chains whereby man was held in the thralldom of superstition. And "science has done it all!" Why that is altogether too funny! We take it that our brilliant writer is a humorist in disguise!

Again, in enumerating the great benefits conferred upon mankind by science, our author remarks that it "rejected the supernatural and miraculous as evidence in human discussion." Is that so? It seems to the present writer that there may be some mistake in that statement. Perhaps some scientists, and doubtless a good many socialists, do reject the "supernatural and miraculous," but science is altogether too wise, too self-consistent to do that. For there are some things "supernatural and miraculous" that are, nevertheless, facts! And science, we have good reason to suppose, accepts facts! Dr. Arnold, who is generally regarded as a pretty able historian, says: "I have been used for many years to study the history of other times and to examine and weigh the evidences of those who have written about them; and I know of no one fact in the history of mankind which is proved by better and fuller evidence of every sort, to the mind of a fair inquirer, than that Christ died and rose again from the dead." And is there not something "supernatural and miraculous" connected with his death and resurrection? Shall science therefore reject a fact? But there is another fact to which I would call attention. Christianity, say what we please

about its Author, its doctrines, or its methods, is a fact—a fact that fills the mind's eye and thrills the heart of the world; nor will it be questioned by any scientist that there is more than a savor both of the "supernatural and the miraculous" attaching to it. And shall science reject that fact? Pseudo-science may, but true science, with her devotees, bows humbly before it, and, with Thomas, says reverently of its Author, "My Lord and my God."

Once more, our writer says, that "in the warfare between science and religion, science has gained the victory on every battlefield." Well, before our breath is quite gone from us we rise to remark that there is not now, and never has been, any warfare between science and religion. Our author has fallen into great illogical confusion. He confuses religion with its professed adherents and their dogmas, and science with the theories and guesses sometimes promulgated in its name. Religion is not responsible for what foolish and eccentric men do and say in its name! Nor is science! By all means let us know what we are saying, and not bandy words heedlessly.

There is, however, one more sentiment to which our scientific friend gives utterance that deserves a moment's consideration. He says—and we rise up and make our most profound *salaam* in view of his marvelous arrogance—"The ecclesiastic must learn to keep himself within the domain he has chosen, and cease to tyrannize over the philosopher." Alas! that quite takes our breath away! Now, having partially recovered our breath, we would like to inquire what is meant by the "domain he has chosen"? We had been sufficiently callow to suppose that the Christian had all "domains" as his rightful possessions. A somewhat distinguished and learned author says to him,—“All things are yours”; and to

some extent he spoke with "authority!" Religion is a very wide thing. It seems to find room in its capacious bosom for science also! But again, we thought our author was speaking about science; what does he mean by the expression, "cease to tyrannize over the philosopher"? Science deals with facts, and has nothing to do with philosophy; and alas! it is a fact, many professed scientists—certainly those that dogmatize so flippantly and pour out their deliverances *ex cathedra*, if I may so speak—show conclusively by their strange processes of ratiocination, that *they* have never had anything to do with philosophy! Religion, star-eyed, wide-browed, pure as the driven snow, sweet as the honey of Hymettus, exalted as the snow-capped summit of Olympus, and free as the Spirit of God, whom indeed it does embody in such tangible form that man may come into communion with Him, is large enough to fold philosophy also under her mantle!

You will pardon me, Messrs. Editors, if I have criticised your writer rather sharply. I know you could easily forgive me, if you only knew how much I have kept back! Before concluding, I have one or two remarks to make, partly by way of application and partly otherwise. With many of the sentiments of the writer in question, I find myself to be in hearty sympathy. What I most strenuously oppose is the undertone of materialistic doubt and dogmatism, which is altogether too prevalent in these days, and which is too frequently permitted to air itself under the name of science. I have myself a most profound reverence for Science, and rejoice in view of the distinguished trophies which she has won, yet I would not forget, nor would I have others forget, that Science lighted her torch—brilliant as it is—at the altar of the Christian Church! If we are indeed indebted to science—and I should be the last to doubt or deny it,—a thousand times more are

we indebted to the Christian religion, the ultimate source of all science worthy of the name.

And I would repeat my former remark, that there is not now, and never has been, any warfare between science and religion. They hold, with regard to each other, the relation of friends—or rather of mother and daughter. The progress of one is the progress of the other, and the chief concern of each is the weal of man. Religion rejoices at every achievement of her distinguished offspring, and glories in every discovery which ameliorates the condition of humanity. Religion has to do with truths, and science has to do with facts; but facts are the shells which incase truths; and Religion therefore merely goes closer to the heart of things than Science herself! Science deals with *phenomena*—"the things that do appear." Religion deals with *noumena*—"the things that are"—realities. Religion is more scientific than science, and more philosophic than philosophy, for she goes straight to the core of things, of essences, of Being, and thus shows to us the heart of Him, who, in Christ, is "reconciling the world unto Himself."

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### LOCALS.

There was a Bates College lad  
Whom the Faculty thought quite bad,  
So he packed his tin horn  
Well-used and well-worn  
And started off home to his dad.

*Vale!*

Have you been skating?

A pleasant vacation to you.

The Seniors have got a mesmerist.

He was a naughty Sophomore, she was sweet sixteen. "You're as sweet as a peach," he said, patting her softly on the cheek. "Yes," she murmured, snuggling still nearer to him, "I'm a cling-stone."



Woe unto the urchins who come under the rule of the Bates pedagogue.

The Freshmen have at last gone and done (Dunn) it. Not a Smith, Brown, or Jones in college.

Several of the Freshmen have been reported sick since Thanksgiving. Probably nothing more than a cold (?).

While it is true that beauty and modesty are twin sisters, the prettiest girls are generally most admired for their cheek.

How do you suppose the Faculty's daily (?) attendance at prayers would look in print? We spare their feelings by withholding it.

"Never trouble trouble, till trouble troubles you." But we do hope the city fathers will run a snow-plow across the campus next term.

If you want to get a good scare, learn to mesmerize, and then try the experiment upon some friend. When he passes under your control if it does not scare you, we miss our guess. The writer has tried it and knows how it is himself.

Again the long winter vacation has arrived, and the college buildings look as deserted as though the plague had struck them. Only one who has tried it can realize the obstacles which rise before the local editor, when the term is not keeping and he is away from college busily engaged in other business. *Locals* seem few and far between to him.

When a Senior who has been teaching in a county village talks to his chum from dream-land, for three nights in succession about the same person, and the only distinguishable part of the one-sided conversation is the occasional spelling—L-O-I-S, mingled with "*D—n that sidewalk*," the conclusion is that Mike is a little flighty in the region of the brain, or is a good deal *out* in the region of the heart. But when a classmate reads from a letter of the present teacher to the former the following questions: "Why does a certain young lady here blush from the roots of her hair to the ends of her toe nails at the mere mention of your name? And why did she actually *run* out of the room when some one spoke of a man's falling off the sidewalk while going home from the Teachers' Institute?" Then the conclusion is that Mike and Lois think of forming an "entangling alliance."

About the time that the term opens, Mr. L. W. Ballard will commence the rehearsals of "Hady's Creation." The singers of the college are invited to attend.

At the close of the term the Sophs. were seen marching down town double file, after taking their final examination. They were doubtless happy, as they had a right to be. Did you get any peanuts, boys?

The postal delivery system has been introduced into Lewiston, but Bates still clings to the primitive method of having "Barber" stand on the chapel steps and call out the names, as the students go into recitations. We understand that Postmaster Little offered to have the mail delivered at the rooms in the Halls, if letter boxes could be placed in the doors; but that the Prof. in charge of the buildings declined to accept this offer, on the ground that it would "weaken the panels of the doors." Quite a Joke, that!

It is remarkable what changes will take place in the space of three short years. Three years ago the class of '83 entered college, and, strange to say, some at that time could Reade, and a few could Wright. One favorite song was "Over Jordan." During the year a Little advancement was made, and for our keenness we were especially be-Holden to Files. Our Ham was likely to hold out through the course, and our prospects were bright, but soon the Lord left us; Gile crept in and began the still Hunt, which has finally reduced us to a Barber-ous state.

We trust that no one has ever taken offense at anything that may have appeared in this department during the year. We have never intended to be personal, and whatever has been said has been with the kindest feelings. The department has not been made so general as could be desired, inasmuch as we have not had the co-operation of all the classes; that is, with one exception, we believe there has never been anything contributed to this department, outside of the class. We wish to extend our thanks to D. C. Washburn for the assistance he has rendered us during the year.

The latest! We have received some flattering notices from subscribers and contemporary publications, but the latest and the best was from neither of these sources. It was a tacit implication of the



worth of the STUDENT, dictated by brute instinct. The other day, a dog was seen by one of the editors, to start from a certain point on Main Street, with a BATES STUDENT in his mouth. He carried it, in spite of the interruptions of his fellow dogs, straight toward the post-office. This is a fact, without hyperbole. The editor followed him with brisk steps till he lost sight of him near the office. The dog had no master, and seemed to be guided by an instinct which made him oblivious to all outward influences. He was doubtless impressed, by this instinct, with the priceless value of his burden.

The annual prize debates by the Sophomore class have been of more than usual interest this fall, and the class is to be congratulated on the large number that have taken part. They have set a good example which is worthy to be followed by the succeeding classes. The class was divided into four divisions, and Friday evening, Nov. 14th, was occupied by the first two, and the following are the debates and the several disputants:

FIRST DIVISION.

Question—Is the introduction of the principle of emulation into our schools and colleges expedient?

Aff., C. A. Washburn, Neg., C. E. Tedford,  
C. A. Scott. G. S. Eveleth.

SECOND DIVISION.

Question—Have self-educated men done more for the world than men educated at colleges and universities?

Aff., F. Blake, Neg., A. B. Morrill.  
F. A. Morey.

THIRD DIVISION. Tuesday evening, Nov. 21st.

Question—Do the New England colleges devote too much time to the study of the classics?

Aff., M. N. Drew, Neg., W. B. Small,  
D. C. Washburn, C. F. Bryant.  
W. W. Jenness,  
C. W. Harlow.

FOURTH DIVISION. Wednesday evening, Nov. 22d.

Question—Is it probable that the United States will become the greatest of nations?

Aff., C. T. Walter, Neg., G. A. Goodwin,  
C. E. B. Libby, A. F. Gilbert,  
F. S. Forbes. H. A. Robinson.

The committee of award, consisting of Everett Remick, O. L. Gile, J. L. Reade, C. E. Sargent, and E. A. Tinkham awarded the prizes as follows: First division, C. A. Washburn; second division, F. A. Morey; third division, D. C. Washburn; fourth division, F. S. Forbes. The committee also chose eight of the speakers

to take part in the champion debate at the next Commencement. They are as follows, given in the order in which they appear on the program: C. A. Washburn, C. E. Tedford, F. A. Morey, A. B. Morrill, D. C. Washburn, C. F. Bryant, C. E. B. Libby, F. S. Forbes. Special mention ought to be made of Messrs. Scott, Jenness, Small, and Gilbert.

“A meeting of the friends of Bates College was held in Boston, Friday, to discuss the subject of increasing the permanent fund of the institution. Prof. Chase, of the college, explained the desirability of such action. The fund now amounts to \$60,000. The college is now out of debt, and it is desired to raise \$100,000 additional for the endowment of professorships and scholarships, and procuring of books and apparatus. Addresses were made by Edward Everett Hale, who presided, Rev. Alex. McKenzie, Rev. Dr. Duryea, and others. A resolution was adopted favoring the enterprise, and a committee appointed, as follows, to prepare a plan of action: Rev. Messrs. Hale and Duryea, Messrs. Samuel D. Warren, Charles H. Russell, D. Lothrop, Stillman B. Allen, M. D. Spaulding, C. C. Cobb, and D. N. Richards.”—*Lewiston Journal, Dec. 16th.*

## ALUMNI HISTORY.

### CLASS OF '73.

#### HALEY, ANNA ELIZABETH:

Student in the Christian Biblical Institute at Stanfordsville, N. Y., '74-77; in May, '77, ordained to the work of the Christian ministry; during the latter half of her course she supplied for the church at Clove, N. Y.; immediately after graduation commenced the work of an evangelist; '77-78, labored in Massachusetts and Rhode Island; '78 to May, '79, in Vermont and Massachusetts; '79, labored in Rochester, Vt., Providence, South Portsmouth, and Rice City, R. I., Kittery, Skowhegan, and Augusta, Me., in Dryton, Mass., and Manchester, N. H.; '81-82, in Wilmington, Vt., Franklin, N. H., Lowell, Mass., Lubec and Eastport, Me.; autumn of '82, to present time, in Pawtucket, R. I., and Boston, Mass.

## CLASS OF '75.

## SPEAR, ALBERT MOORE :

After graduating, taught Anson Academy two years, resigning in May, 1877; in June of the same year entered the office of Hutchinson & Savage, Lewiston, Me., and pursued the study of law until the October term of the Supreme Judicial Court, 1878, when he was admitted to the bar; Jan. 1, 1879, commenced the practice of law in Hallowell, Me., where he is still located; is at present chairman of S. S. C., city solicitor, and member of city government; also representative-elect to the next Legislature.

## CLASS OF '77.

## HATHAWAY, BENJAMIN TAPPAN :

In fall of 1877 taught in Gorham, Me.; spring of '78 taught in town of Monmouth; 1878-80, principal of High School in Rock Island, Illinois; 1880-81, studied law with A. M. Spear, Esq., Hallowell, Maine; admitted to bar October, 1881; is at present located in Gorham, Me.

## TOMLINSON, JOHN KINZER :

From graduation to '79, health did not permit him to engage in any regular work; since April, '79, has been teaching the Boys' High School in Harrisburg, Penn.

## CLASS OF '80.

## BEARCE, ALBERT ABNER :

Went to Papillion, Nebraska, the summer after graduating.

## DESHON, CHARLES HILL :

Principal of the Grammar School at Buffalo Plains, N. Y.

## FARRAR, ERNEST HERBERT :

Since graduating has studied architecture and also been employed as draughtsman in the office of G. M. Coombs, Lewiston, Me.

## FRISBEE, IVORY FRANKLIN :

Principal of Nichols Latin School since graduation; P. O. address, Lewiston, Maine.

## HAYES, FRANCIS LITTLE :

In 1880 was appointed tutor in Hillsdale College, and in 1881 was elected professor of the Greek language and literature in the same college.

## HOYT, WILL ADAMS :

After graduation remained at home to rest until spring when he became principal of Rockport High School; this he organized and taught for four terms, closing in June, '82; fall of '82 assumed the principalship of Greely Institute, Cumberland Center, Me.

## HEALD, JOSIAH H. :

Entered Andover Theological Seminary in Sept., '80, where he has since been pursuing his studies; licensed to preach by the Woburn Association at Winchester, Mass, May 16th, 1882; during summer of '82 supplied the pulpit of Congregational church in Bradford, N. H., which he still continues to do.

## HARRIS, MISS LAURA WOODBURY :

Spent the fall and winter after graduation at her home in Minot; from the spring of '81 to fall of '82 was first assistant in the Academy at Wilton, Me.; since Sept., '82, has been teaching in the Edward Little High School, Auburn, Me.

## JUDKINS, WILBUR HENRY :

Taught Austin Academy, Centre Strafford, N. H., during the fall of '80; was ill at home during the winter of '80 and '81; assistant in Litchfield Academy during the spring of '81; was principal of Monmouth High School during the fall of '81; subsequently studied law in the office of A. M. Spear, Hallowell, Me.; at present principal of Lisbon Falls High School.

## MERRILL, HENRY L. :

Fall of '80 and winter of '80 and '81 taught the summer school in Weld, Me.; spring of '81 studied law in the office of Judge Dresser, at Auburn; then taught Lisbon Falls High School three terms; in March, 1882, went to Minnesota; taught a short time in a commercial school in Minneapolis; in April was appointed principal of Hutchinson graded school, McLeod County, Minn.; in September began a school again in Hutchinson, where he still resides.

## MARTIN, WILLIAM PEARCE :

Entered upon a course of study in Boston Law School immediately after graduating; has also been studying in Hayes' law office, Boston.

## NEWTON, MARK TRAFTON :

Taught at Raymond from '80 to '81;

winter of '81-82 taught and studied medicine at Litchfield; spring of '82 attended the session of Maine Medical School at Brunswick; is at present teaching at Litchfield; P. O. address, Litchfield Corner, Maine.

**PARSONS, JAMES FRANKLIN :**

Associate principal in Nichols Latin School since graduation.

**PLUMMER, JOHN AARON :**

Born in West Gardiner, Me., in 1857; graduated from the High School in Gardiner and entered Bates College in 1876; notwithstanding one term, sometimes two, spent in teaching during each year of his course, he maintained a high position as a scholar, ranking with the first half of his class; sickness kept him from college the winter and summer terms of the last year; he graduated, however, in 1880; he died August 13, 1880, in full acceptance of the Christian faith. No man was more universally and deservedly beloved by his college friends.

**RICHARDS, ELMER ELLSWORTH :**

Studied law from 1880-82; admitted to the bar in the fall of '82; is now practicing in Farmington, Me.

**RANKIN, CLARK BARKER :**

Studied medicine in the fall of '80; attended Brunswick Medical College two terms; still pursuing medical studies.

**SAWYER, MISS ELIZA HACKETT :**

In Sept., 1880, she accepted the position of first assistant in the English and classical school, Johnstown, Penn.

**TARBOX, OREN CHENEY :**

1880-81, was principal of Princeton, Minn., High School; 1881-82, read medicine in Elk River, Minn.; at present is back to Princeton in his former position as principal of High School; post-office address, Princeton, Mille Lacs Co., Minnesota.

**WOODS, ALMOND LEROY :**

Taught in fall of '80 at North New Portland, Me.; winter at Searsport, Me.; Summer and fall of '81 at West Yarmouth, Mass.; has been teaching High School at Harwich, Mass., since Jan., '82.

CLASS OF '81.

**BROWN, WINTHROP J. :**

Summer of '81 was clerk in a hotel at

Old Orchard Beach; during the winter of '81-82 taught school at Sherman Mills, and since March, '82, has been teaching in Industrial Home School, Washington, D. C.

**COOK, CHARLES SUMNER :**

After graduating was unemployed till the following winter, when he taught in Harrison; the following April took the Wal-doboro High School, which he still has charge of.

**CURTIS, WALTER PAUL :**

Since the fall of '81 has been pursuing a course of theology in the Free Baptist Seminary at Lewiston, Me.

**CLARK, EMMA JANE :**

Spent the summer at her home in Lewiston. In Nov., '81, was married to Prof. J. H. Rand, '67, teacher of mathematics at Bates. Present address, Frye Street, Lewiston, Me.

**COOLIDGE, HENRY EPHRAIM :**

Since Aug., '81, has been reading law in office of Hon. Enoch Foster of Bethel, Me.; taught school during the fall of '81 at Mexico; in winter of '81 and spring of '82 at East Rumford; the following November commenced a term of school at Bethel, Me.

**DRAKE, ORVILLE HENRY :**

Has been principal of the Normal Department of Maine Central Institute since graduating.

**DAVIS, OSCAR :**

Has been principal of Somerset Academy, Athens, Me., since fall of '81.

**EMERSON, FRED CLARENDON :**

Since Oct. 1st has been pursuing a course in Oberlin Theological Seminary, Oberlin, Ohio.

**FOSS, HERBERT EVERETT :**

Was a student in Boston Theological Department during the fall and winter of 1881; licensed by the M. E. Conference in the spring of 1882; accepted the pastorate of Gorham (N. H.) church in April, 1882; was married to Miss Agnes M. Hitchcock, of Lewiston, in Nov., 1881.

**FOLSOM, HENRY PETER :**

October, 1881, went to Colorado; November 1st began work at Leadville, in the office of Tabor, Pierce & Co., lumber dealers; still continues in their employ; P. O. address, 142 East Fifth Street.



**FOSTER, WILLIAM PRESCOTT :**

During the fall and winter of '81-82 was principal of Grammar School, Lanesboro, Mass.; since March, '82, and at present, principal of High School, Camden, Me.; studied law in vacations with Hon. Enoch Foster, Bethel, Me.; P. O. address, Webb, Maine.

**GILKEY, RANSOM EUGENE :**

Was married July 9, '81 to Mabelle Brown of Lewiston; went to Audubon, Iowa, that fall, and engaged in the drug business; after seven months of study and labor in that business, was examined, and received a commission of Pharmacy; in June, '82, came to Saco, where he has since been engaged as druggist; P. O. address, Biddeford, Me.

**GODING, JOHN HENRY :**

Went to Illinois, Sept., '81; began teaching there Oct. 3d, where he has since been located; P. O. address, Warrensburg, Macon Co., Ill.

**HASKELL, CHARLES SUMNER :**

Summer of '81-82 was at the mountains as agent of Glen House; in the fall of '81 taught the East Wilton Grammar School; winter and spring of '81-82 was principal of Lebanon Academy; resigned this position for that of Master in the Athens Grammar School, No. Weymouth, Mass.; was married Aug. 22d, '82, to Miss Delle L. Coburn of Lewiston, Me.

**HOBBS, WILLIAM CROSBY :**

In fall of '81 was assistant teacher in Litchfield Academy; during the following winter, taught a town school at Litchfield Plains, and a singing school at Richmond Corner; in the spring of '82 was principal of Litchfield Academy; during the summer studied French and German in Salem, Mass.; Aug. 15th was appointed teacher of languages in Maplewood Institute (for young ladies), Pittsfield, Mass., where he is now employed.

**HOLTON, JOHN EDGAR :**

During fall of '81 was principal of the Eastport (Me.) High School; resigned on account of ill health; spring of '82 taught a term of school at Livermore Falls, Me.; P. O. address, North Boothbay, Me.

**HAYDEN, WILSON WARREN :**

Taught High School at Kenduskeag,

Me., in fall of '81; then entered Bates Theological School, and has been supplying occasionally in connection with his studies since then.

**LOWDEN, GEORGE EDGAR :**

Supplied the desk for the Greenwich Church, Providence, R. I., during the summer vacation of '81; entered Theological School at Lewiston, in August of that year; supplied for the Lisbon Falls Church during the fall and winter; since then has attended school and supplied transiently.

**MCCLEERY, CHARLES LAFOREST :**

Entered the employ of the *Lowell* (Mass.) *Morning Mail* as a reporter, and in May, '82, was advanced to the position of news editor; Nov. 1st resigned this position to accept that of special correspondent and business agent of the *Boston Journal* for Maine, with headquarters at Portland.

**MAXFIELD, OTIS THEODORE :**

Principal of the high school at Pittsfield, N. H., since the fall of '81.

**NEVENS, HENRY BEECHER :**

In the fall of '81, began a term of high school at North Norway; after teaching two weeks was obliged to give up the school on account of ill health; for the same reason, accomplished very little during the winter; in the spring taught a term in Litchfield Academy; is now in the office of C. W. Clement, 159-165 Pearl Street, Boston.

**PITTS, EDWARD THOMAS :**

Pastor of Limington (Me.) Congregational Church since graduation.

**PARSONS, JOHN HENRY :**

Principal of Maine Central Institute since graduating; P. O. address, Pittsfield, Maine.

**PERKINS, WILLIAM BLAIR :**

Has been in the employ of Lothrop & Co., since graduating; P. O. address, No. 32 Franklin St., Boston, Mass.

**PERKINS, WILLIAM T. :**

In the fall of '81, commenced the study of law in the office of Frye, Cotton & White at Lewiston; in fall of '82 began a two years' course in the law department of Michigan University, Ann Arbor, Mich.

**RIDEOUT, BATES SEWELL :**

Entered Bates Theological School in

August, '81; '81-82 teacher of rhetoric in Nichols Latin School, Lewiston; has been supplying the desk at Lisbon Falls, in connection with his course in the Seminary.

**RECORD, GEORGE LAWRENCE :**

In fall after graduation taught school at Sherman Mills; in winter was engaged in like occupation at Baring, and left there to take charge of the Presque Isle Academy for the spring term; during this year continued the study of short-hand, which he had previously commenced; in June, '82, went to New York City and secured a position as stenographer, which he has recently resigned to take a similar place with Pinkerton's Detective Agency.

**ROBINSON, REUEL :**

After graduating, spent several months at home in Palmyra, Me.; taught in the town of Waldoboro, Me., from Nov., '81, to March, '82; is at present principal of the Barnstable Grammar School, Barnstable, Mass., which position he has held since April, '82.

**ROWELL, EUGENE DUNBAR :**

Has spent most of his time since graduating in the West; is now in Minneapolis, Minn.

**ROBERTS, HENRY SANDS :**

Was for a time in the employ of Thompson & Temple, Lewiston, Me.; in the winter of '81 taught school at Winterport, Me.; since spring of '82 has been principal of Lisbon (Me.) High School.

**SANBORN, CLIFTON PACKARD :**

Has been principal of the Grammar School at West Yarmouth, Mass., since graduating.

**SHATTUCK, JOHN FRANKLIN :**

Has been principal of the academy in Albany, Vt., since graduation.

**STROUT, CHARLES ALBION :**

Was elected principal of Simonds High School, Warner, N. H., immediately after graduation, where he has remained ever since; was married Nov. 29th, '82, to Miss Edith H. Jones of Farmington, N. H.; P. O. Address, Hotel Warner, Warner, N. H.

**TWITCHELL, FRANK ARTHUR :**

P. O. address, No. 32 Franklin Street, Boston, Mass.

**WILBUR, FRANK HENRY :**

Traveled for a time in the West; is at

present in Maine; P. O. address, Auburn, Maine.

**WILLIAMS, CHARLES WALTER :**

Spent the summer of '81 at home; in the fall entered Newton Theological School, where he is still pursuing his studies.

**PERSONALS.**

**FACULTY.**—Pres. O. B. Cheney and Prof. G. C. Chase are absent from town looking after the interests of the college.

Prof. R. C. Stanley is busy making observations with the new telescope. Evidently our Prof. of Mathematics is preparing to erect a residence on Frye Street the coming spring.

'72.—G. H. Stockbridge is third assistant examiner in the Patent Office, Washington, D. C.

'72.—J. S. Brown has recently been elected to a professorship in Doane College.

'74.—F. B. Stanford has been appointed literary editor for the *Lewiston Journal*.

'78.—C. E. Brockway is recording secretary, and one of the trustees and executive committee of the Central Association of Baptists (open communion).

'81.—G. E. Lowden of Bates Theological School has gone to Rhode Island to supply for the vacation.

'82.—G. P. Emmons is studying medicine with Dr. French of Lewiston.

'82.—W. T. Skelton has opened a branch publishing house in Cincinnati, Ohio.

'83.—L. B. Hunt recently read a paper before the Piscataquis Teachers' Association, which elicited many favorable comments.

'83.—E. A. Tinkham has been teaching in Lewiston High School during the fall term and has just entered upon a winter term in an adjoining town.

'84.—Miss Annie M. Brackett has just begun a term in the Grammar School at Lisbon Falls, Me.

'84.—Miss E. L. Knowles is canvassing in Portland, Me.

'85.—W. D. Fuller teaches a winter term in Gray, Me.

'85.—E. B. Stiles holds sway in the garb of a pedagogue in Parkman, Me.

'85.—C. F. Bryant, F. A. Morey, and A. B. Morrill are canvassing in Kentucky.

'86.—H. M. Cheney is employed for the vacation, in the *Lewiston Journal* office.

'86.—E. D. Varney and J. A. Wiggin are teaching.

'72.—Simon Connor Moseley died in Riverside, Cal., Nov. 25th. The *Lewiston Journal* thus speaks of him: "Mr. Moseley went to the Pacific Coast a few months ago with the hope of bettering his health; but the seeds of consumption were sown too deeply in his system, and his condition had been hopeless since the day of his arrival. His sister reached his bedside two days before his death, which occurred on Saturday. Mr. Moseley was a young man of excellent character and unusual promise. He graduated from Bates College in the class of '79, studied law with Messrs. Frye, Cotton & White and was admitted to the Androscoggin County Bar one year ago this fall. He practiced with the late Hon. M. T. Ludden several months. Having a fine intellect and rare qualifications for his profession, a bright outlook in life for him was only dimmed by his poor health. As a companionable and gentlemanly person, he made all who knew him his warm friends, and all will sorely regret, with us, his death. He would have been 25 years of age in January. He was buried in California."

### EXCHANGES.

In addition to general supervision, it has been our duty and privilege as First Editor of the *STUDENT* to become acquainted, during the past year, with the editors of nearly a hundred different colleges, and to make ourselves agreeable or obnoxious according to circumstances. But this is the last time we shall have the privilege of reviewing a pile of "college exchanges," and we almost feel that an important era of our life is closing. But our year's labor has not been without its reward. We have not listened to Ambition's plea, coming from scores of colleges, without ourselves learning a little more of life's meaning than we knew before.

We have had no exchanges which we could call insignificant, while some we certainly have reason to be proud of. We have exchanged regularly with the journal which represents the joint interest of the two great universities of England, and this ponderous journal has even

deigned to notice us with flattering remarks, and also to copy from us. Some of the leading newspapers and magazines are on our exchange list. We prize these hundreds of exchanges to-day, that lie scattered about, far above their price at the junk store; we shall gather them all up, place them in a trunk and carefully lay them away in the garret, where, in after years, as we pass again our present station on our way to our second childhood, we can examine and criticise them again, while we imagine ourselves once more the editors of the *BATES STUDENT*. And as we turn their faded pages, and read with eyes that are growing dim,—surely there will come back to us a vision of the past, that for a moment will make our eyes still dimmer.

### COLLEGE WORLD (Selected).

The passing mark at Harvard is 40.

Ladies of Wisconsin University wear mortar boards.

Dartmouth College has a new "Daniel Webster" professorship in Latin.

Trinity College is making a new departure. A professorship of boxing is to be established.

Hamilton College has had a recent gift of \$50,000, which is to be applied to the erection of a Scientific hall.

President Potter, of Union College, has offered to the students prizes for care and good taste in arranging their rooms.

The lady students of Ann Arbor have determined to publish a paper, the *Amulet*, in the interest of co-education. Why not call it *Armlet*?

Student government is working well at Amherst. There are fewer disturbances than formerly, and the morals and scholarship improved.

Columbia has established a New School of English. It is a great acquisition, since it offers to her students a new field for study in a most interesting and practical branch of knowledge.

Four students of the Wesleyan University were arrested Wednesday night, Nov. 15th, for stoning Middleton, Conn., firemen, who were trying to save imperilled property, and also for cutting hose.



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# BATES COLLEGE.

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## FACULTY OF INSTRUCTION AND GOVERNMENT.

REV. OREN B. CHENEY, D.D., President.	THOMAS L. ANGELL, A.M., Professor of Modern Languages.
REV. JOHN FULLONTON, D.D., Prof. of Ecclesiastical History and Pastoral Theology.	REV. JAMES ALBERT HOWE, D.D., Professor of Systematic Theology and Homiletics
JONATHAN Y. STANTON, A.M., Professor of Greek and Latin Languages.	GEORGE C. CHASE, A.M., Professor of Rhetoric and English Literature.
REV. BENJAMIN F. HAYES, D.D., Professor of Psychology and Exegetical Theology.	THOMAS HILL RICH, A.M., Professor of Hebrew.
RICHARD C. STANLEY, A.M., Professor of Chemistry and Geology.	JOHN H. RAND, A.M., Professor of Mathematics

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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 *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 28, 1883.

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# NICHOLS LATIN SCHOOL.

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