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BATES STUDENT.

VOL. VIII. No. 4.

→‡ APRIL, 1880. ‡←

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THE
BATES STUDENT.

VOL. VIII.

APRIL, 1880.

No. 4.

APRIL.

Little April, still coquetting
With your hoary lover, fie!
Your sweet mission quite forgetting,
Playing still a naughty lie!

His cold arms you must be leaving!
Wipe those sudden tears away,
Smile upon him, and, deceiving,
Beg he will his suit delay.

Tell him that the sweet breeze wooing
Calls you to the woodland fair,
For you love's bliss will be ruing,
If you find the forest bare.

Let him know the blue-birds beckon
With their mellow spring-tide notes;
On the robin's song you reckon,
As he o'er the grim blast gloats!

When he feels your warm young kisses
All his fears will melt afar,
Wrapt in dreams of old-time blisses,
Naught your leave taking shall mar.

Kiss and tell him you'll ne'er tarry,
Save, but for the bridal veil!
All the while you're sure to marry,
Spring, your lover, will not fail.

But, beware, and be not tempted
By the veil of snow-flakes white,
Lest spring find your charms are emptied,
And your joy will vanish quite!

Go, then, April, with the sunshine,
And rare showers upon your face;
Go, and, Maiden, all divine
Is the bridal you shall grace.

KATE HANSON.

BENJAMIN DISRAELI.

“WELL, Mr. Disraeli, what is your
idea in entering Parliament?
What is your ambition?”

“To be Prime-Minister of England,
my Lord!”

This question was put by Lord Melbourne to a youth just entering the House of Commons. The answer is characteristic of Disraeli, and a key to his success.

Notice for a moment the events of this man's life. Born in 1804, educated by his father, in 1826, the author of “Vivian Grey” a book that makes him famous. Having been four times defeated he gained an entrance into Parliament in 1837. Not three weeks have passed when we see the young aspirant sitting down from his first, half-finished speech, amid the jeers and hisses of the House. He closed with these words: “I have begun several times many things, and have often succeeded at last. The time will come when you will hear me.” It came. From 1837 to 1850, he rose in influence, step by step, and from that time to 1876, he was leader in the House of Commons, at first virtually, but finally acknowledged by all. He gained his place partly by his wit and sarcasm. They are present in all of his speeches, and make more attractive his novels. One writer says of “Vivian Grey”: “So consummate was its art, so full was it of thought, and wit, and vivacious conversation, so replete with incident, so charged

with daring sarcasm, original, sparkling, and coherent, that at one bound the young author rose to fame."

In 1851, Disraeli became a member of the British ministry. He has held the position three times since. In '67, he was made Prime-Minister, held the office one year, was appointed again to the place in '97, and still retains it. In '76, he was made a peer, with the title of Lord Beaconsfield.

He is now the real ruler of England. So much for Disraeli's life. Is it remarkable? Many men have thus raised themselves to eminence. But Disraeli was a Jew, one of a despised and persecuted race. In England that was fatal. It was a thing unheard of that a Jew had become a respected man. Some of them were rich, but they were held in contempt, even for their wealth. From this lower than peasant condition Disraeli rose. By sheer force of persistence and activity he won his battles. He thoroughly understood himself, and his enemies had often to lament that he so well understood them. He has been called an adventurer, and compared to Napoleon III. It is affirmed that inconsistency is his leading trait, and that he will sacrifice every principle for the sake of power. Yet for forty years the ablest of men have opposed him. Gladstone, the great debater, the man of the people, has been his rival. In forty years the wisdom of a policy can be known. Will Englishmen prefer a Jew to a Briton? He is unprincipled you say. Yet in the American war he risked his power by favoring the Union arms, and opposing the great men of his nation.

We study biography for its lessons. What can the life of the present crown-minister of England teach us? Not to remain where fate seems to have appointed us? That is not it. In every heart is planted love of power. Disraeli says, in Tancred, "There is no incentive to exer-

tion like the passion for a noble renown."

Here then is the lesson. "Cultivate your love for renown. Be renowned." And yet ambition is at a discount. Let a youth declare that he will be governor, senator, president, and we lift our hands in holy horror. Enter the political field! We cannot endure it. Admitted that Disraeli's ambition was at first selfish, it became an ambition for England, and for her people. So it is with every healthy mind.

Another lesson. The secret of success is in persistence—courageous persistence even against hope. *That is ability. That is genius.* Defeat after defeat did not make this man succumb. He entered upon each new attempt with all the energy and purpose to succeed that with most men comes only from past good fortune.

Complete confidence in one's self, and in ultimate success, is another lesson. Disraeli was thought to be conceited. It was only that he believed in himself. "Be bold," Longfellow says, and "better the excess than the defect." Where is the manhood in always cringing, and never daring to let your ambition be known? Give us the men who say, "I'm going to be Prime-Minister of England, my Lord."

Says one of Disraeli's biographers, "If a man will but earnestly enough believe in his own ultimate success, it would need less than a tithe of Disraeli's ability to bring that success about sooner or later."

J. F. P., '80.

DOUBT.

O Life! Thou labyrinth to me!
My heart is filled with doubt and fear—
Within, without, all dark and drear—
The thread of faith I cannot see.

I call—the echo mocks my call.
Alone, alone—what loneliness!
While doubts and fears around me press,
I wait the common fate of all!

Oh, that my life had never been
 Upon this earth, so great, unjust,
 A mass of blinding, choking dust,
 Or that my heart were free from sin!
 C. A. S., '81.

GREAT MEN.

WHAT is a great man? A great man is one of nature's noblemen. He has within his breast a power which commands the attention of all those with whom he comes in contact. He feels that the world has need of him. He is conscious that God has given him a mission to perform and that it is his duty to perform it. Circumstances may have hidden him in his earlier years, but circumstances can no more hold in check the truly great man, than bands of straw can bind the wild winds of the mountains. He cannot long remain hid for time will surely reveal his true character, and the world will claim him as her own.

There is something in the very presence of a great man which claims the attention and admiration of those around him. You may call this subtle power, magnetism, if you please, or you may dignify it by some higher name, yet whatever it is you cannot escape its influence. You feel that you are made of coarser material than he who is able to command the attention of three-fourths of the thinking population of the world. We look upon such a man with awe and reverence as if he were one of the gods of the universe. His personal appearance may not be prepossessing, and yet in spite of this we soon discover, beneath the homely covering which nature has given to his soul, the elements of true nobility. He moves upon a higher plane of existence than most men, and breathes a more refined atmosphere. His thoughts seem the special gift of a supreme power. Impressed with a sense of our own inferiority, we stand in the valley be-

low and bare our heads to the monarch mind.

Genius has always received the worship of man. The primitive nations of the East had their Homer, Buddah, and Prophets; while those of the North in later years bowed in reverence to Odin, Caedmon, and Alfred. They were so blinded by the mental greatness of these men that they prostrated themselves in the dust before them. This spirit of worship has not disappeared with the advance of civilization; it has simply changed in form. We no longer kneel in the dust before our hero, for our education and natural instincts prevent us from doing that; but we express our reverence in a more dignified manner. We greet him with roar of cannon and bursts of martial music. We throw triumphal arches across the thoroughfares of our great cities, and drape our public buildings with the flags of all nations that we may give him a fitting welcome. We give costly banquets in his honor, to which are invited the *elite* of the nation. We greet him in the great public halls with songs and speeches, and do all in our power to express our appreciation of his genius. And when his life is spent, when the heart has ceased to beat with love or passion,—we bear him away to the marble city of the dead and bury him beneath a mound of flowers. A nation mourns his loss, and treasures his words and deeds with all the sanctity of religious devotion.

Whence come these heroes of thought and deed? Are they the children of fortune? Have they been educated within the walls of a university to which only a few are admitted? No; destiny summons her subjects from all stations in life. She needs kings, emperors, generals, and men of science. Stamping her foot upon the ground, a young man of obscure birth steps forth from the ranks of a royal army and mounts the throne of France. His

name, Napoleon; his ambition, to conquer Europe and make her subject to France. In a few years he fills the world with the glory of his conquests, but at last dies a lonely exile upon St. Helena. A dark cloud of ignorance and superstition settles down over the religious world of the middle ages. Who shall burst the clouds and let in the light of truth and righteousness? Summoning an obscure monk from his cell, she bids him forth to the conflict. Ere long Luther has cut away the bonds of a dissolute priesthood, and a million people shake off the cloak of religious fanaticism and rush forth ready to accept and spread the truth of a divine teacher.

Hundreds of years pass away. A western continent is discovered, and thousands of emigrants flock to the new El Dorado. Little trading posts stretch out and become cities; feeble colonies grow strong; new settlements are made; new States are incorporated. A revolution sweeps over the land, and the States once dependent upon England proclaim their power to make treaties and transact business as a nation. The feeble twelve become thirty-six strong States. But danger now threatens the young republic. Slavery, the curse of any civilized people, has obtained a powerful hold on the South. Its champions are earnest in its support. They shake their fists defiantly in the face of the North. It is a time when peace and freedom are uncertain. Destiny, looking down upon the scene, calls Abraham Lincoln to the presidential chair. The fiends of hell are aroused, for they will not allow their power to be wrested from them without a struggle. For five years the United States is the scene of one of the fiercest conflicts in the history of the world. But, amid all the confusion and bloodshed, the strong hand at the helm still steers the Ship of State; and when the flag of the stars and stripes waved over the cities and plantations of the South, when the great armies

melted away and become a part of law-abiding society, then the people of this country realized that God had placed a man at the head of the nation's affairs to rescue three millions of men from a fate worse than death.

From these truths of history we perceive that when a great man is wanted he may be summoned from the barracks, the monastery, or a country law office, to stand in places of danger and control the vital interests of many people. Destiny, or if you please, a Supreme power, brings the great man to the front at the right moment. Sometimes it seems as if Nature had him hidden away in her workshop moulding and fashioning him for the position which she designed him to fill.

Carlyle says, "The history of the world is the biography of great men." This never seems so pregnant with meaning to us as after we have been engaged in the study of the past. Then we can see no history but that which is interwoven with the lives of great men. If we thoroughly understand the biography of any distinguished person we are able to determine, to a great degree, the influence and character of the age in which he lives. What would Rome be without her Cæsar, Cicero, or Augustus? Who would recognize Athens if the names of such men as Demosthenes, Plato, or Socrates were struck from her history? Around their names are grouped the vital facts of the centuries in which they lived. Time instead of dimming the luster of their deeds, will give to them a more brilliant setting.

Superiority of intellect is the most desirable of all the capabilities of man. Without it we are bound to travel forever within the narrow circle of circumstances. With it we can unlock the closed doors of select society and claim the fellowship of the noblest. We are not all born to sway the masses with our eloquence, or astonish the world with our inventive genius. Still

there is no reason why we should not strive to develop to the fullest extent whatever faculties we have. We owe considerable to the inspiration which the study of the lives of great men gives us. We cannot commune with a mind which is stronger than our own without gaining in mental power. Hence, to gain mental strength we ought to study the best biographies history affords.

F. L. B., '82.

DROWNED IN THE MUD.

Drowned in the mud!
With eager feet
She skipped across the treacherous street,
And as she skipped
She tripped,
And slipped,
And fell, with a dismal, pitiful moan,
And a groan,
And a hollow, sickening, ghastly thud,
Into the mud, the mud, the mud.

Drowned in the mud!
The thrilling cry
Rang in the ears of the passers-by;
They saw her stop,
And drop,
And flop
Into the reeling, surging rush
Of slush;
They saw her mingle her crimson blood
With the baleful brown of the mud, the mud.

Drowned in the mud!
O, maiden gay,
Tripping across the street to-day,
Beware your grip—
You'll trip,
And slip,
And sink like a leaden plummet down,
To drown,
Deep in the depths of the murky flood,
The hapless prey of the mud, the mud.

NOMEN STAT UMBRA.

"INDEX RERUM."

An Index Rerum is one of the most useful or one of the most useless of things. It may be either. If conducted rightly, it enables the student to preserve the results of a great deal of reading which would otherwise be lost; on the other hand, if conducted poorly, it is a hindrance in study and the result is a mere heap of rubbish which it is impossible to use.

The best plan for an Index Rerum we have heard is this, which we christen the envelope plan: purchase a quantity of bristol-board and blank, glazed paper at any printing office. Have your bristol-board cut into cards, three by five inches is a convenient size; and your paper cut into sheets which will exactly fit into some envelopes which you must procure. The envelopes should be large, manuscript size. Having procured these, you are fully equipped for an Index Rerum. You can obtain a small stock at first and add to it as it is required.

Now when reading, keep your blank sheets of paper lying near, and when you find anything which you wish to preserve, copy it, placing the written sheet in a numbered envelope. Your cards are for reference, and on one of them write the subject upon which you have just been copying and the number of the envelope which contains it. If the note which you wish to make is short, you can write both subject and note upon the card. These cards should be arranged alphabetically, and in this way whatever you have upon any subject may be found at once. The envelopes may be further used for clippings, original ideas, etc.

An Index Rerum conducted in this manner is little or no trouble, and after a time, may be of great service.

EDITORS' PORTFOLIO.

IT appears to us that there is great need of some sort of a historical course in our curriculum. We believe there is a little history *catalogued* for the Sophomore Year, but we have never heard of any class taking it as a study. We are aware that our Professors have all they can do, but we think history in place of some of the studies we now have would be an improvement upon the course.

Why cannot we be allowed a certain number of cuts from prayers and church? At almost all the principal colleges where attendance is compulsory, the students are allowed a limited number of unexcused absences. Five or ten cuts from prayers and two or three from church would be enough to cover the average amount of indisposition and laziness and save the bother of an excuse, as well as the wear and tear that the consciences of some must experience in accounting for all their absences.

Nothing would add so much to the appearance of our college as proper care and attention paid to the campus. We have now quite a flourishing growth of young trees that bid fair, if the successive generations of Sophomores do not entirely destroy them by burning the campus, to afford an agreeable shade to future toilers in the path of knowledge. Generally quite a number of trees are injured by these yearly fires. As the trees are about the only point of beauty which our surroundings possess, it is to be hoped that the students will take enough interest in the appearance of the college to see that this practice is discontinued. There are some defects that might easily be removed. As we have water from the aqueduct, the old chain-pump, which is neither orna-

mental nor useful, might be dispensed with. We cannot quite see the use of the fenced-in mud-puddle which graces the campus. If hazing were not obsolete at Bates, we might think it was a Freshman bath-tub. If there was not a hydrant near the Hall, we should say it was for use in case of fire. But as neither of these suppositions are true, we shall be compelled to give up the problem. The stumps, cradle-knolls, and swamps will of course require time for their removal.

At the end of last term the Faculty found considerable difficulty in deciding satisfactorily to themselves and the students who should take calculus and who, French. Some who were assigned to the mathematics, as is usual, expressed considerable dissatisfaction, and were finally allowed to have their choice. If we are allowed to have optionals why are we not allowed to make our own decisions? The only criterion by which the Faculty can judge of a student's taste and ability in a study is the rank which he obtains in that department. A judgment of this kind is liable to be very erroneous. One student, actuated by a sense of duty, may spend a vast amount of time and labor upon his mathematics, while in reality they are very difficult and distasteful to him, and thus secure high rank. Another of far greater mathematical ability may, on account of laziness, neglect his work and hence receive a low rank. We are confident that many students neglect the mathematics of the Sophomore year for the express purpose of escaping calculus. The mathematical Professor's markings are higher than those of the French Professor. This to some might seem to be a vital point and it certainly is a consolation to not a few unwilling votaries of calculus.

On the whole, it seems to us that no one is more capable of understanding his own tastes and inclinations than the student himself. He may sometimes be mistaken; but who else can decide for him with greater certainty? If calculus is a better agent in mental culture than French, why are not all compelled to take it? But if it is advisable to have a refuge for the unwilling victims of mathematics, why can not any who will enjoy its benefit?

On account of the difficulty which the Manager of the STUDENT for last year has experienced in collecting the subscription from some of the students, we feel it our duty to courteously show those students the stand that they are taking. Some excuse themselves by saying that they have not received all the numbers; others say that they have never been asked to subscribe, but when offered the opportunity do not seem to accept with the alacrity that might be expected. Now we wish to treat all courteously and to give offense to none, but it seems to us that such excuses as these are absurd and unworthy of sensible men. If a student fails to receive any number of the STUDENT, he needs only to speak to the Manager and it will be supplied. As to subscription, it seems to us that it is unnecessary for a member of the institution to subscribe. It is to be hoped and expected that all who are connected with the college will lend their aid to sustain the college paper, and one dollar per year for the STUDENT should be deemed just as much a part of the college expense as the same amount for catalogues. The two upper classes as a general thing are prompt in paying their subscriptions, for they either have, or have had the care and perplexity of managing it themselves. To the two lower classes we would say that *you* will shortly have the pleasure and responsibility of editing and managing the STUDENT. You will

expect the support of the Alumni and the then underclassmen; and we ask you to follow the Golden Rule and lend us your aid in the shape of one dollar per year. If you do not receive the STUDENT, inform the Manager, and it shall be forthcoming. Do not think that it is the duty of the Junior class alone to bear the expense; it is the duty of every man in the college.

We are glad to see that a movement is being made among the students towards introducing Field Day here at Bates. For a number of years we have hoped to see some of these popular college customs instituted. An effort was made last year to establish Sophomore Exit and the Burial of Analytics, but they did not meet the approval we thought they deserved at the hands of the Faculty. We hope this year that the efforts for a Field Day will meet with better success.

The letter that appeared in our correspondents' column of last month exactly expressed our sentiments in regard to such customs and we heartily endorse the ideas of the writer. Although we do not quite understand how the opposite views can reasonably be entertained, we are aware that they are, and we should be glad to publish in the correspondents' column the ideas of any one upon the other side of the question. Further, in regard to Field Day, we trust the Faculty will see the advisability of instituting this as one of our college annuals. We think it would be of advantage to us in every respect; it certainly would not be an expensive custom and would be a healthy, vigorous recreation. In base-ball we have long held a prominent place in the State, and our record for the past four or five years is one of which we may well be proud, and since base-ball has done so much to bring us into notice as a college, and has served considerably to increase the number of students, why may not

Field Day be of the same advantage to us? We certainly have good facilities for it and a canvass of the students to find those who will take an active part in the sports and contests of the day, shows that we may expect to make a success of it.

We are just entering upon that season of the year which is especially conducive to laziness, when it is easier to doze away an afternoon under a tree, or stroll in the fields than to apply ourselves to books. Here, then, is an opportunity of showing which is master of the situation, we or our inclinations.

Laziness is a disease, if we may so call it, that is strangely prevalent among students everywhere and we sometimes think especially so here. It is by no means confined to the summer term, although it is apt to assume a severer form than at any other season. Neither is it confined to any one of the four classes. But what may seem strange at first thought is that the lower classes are generally the least afflicted with it. One reason for this, probably is that they haven't had so long experience in it. And another is that they don't have quite so good an opportunity for indulging in it. As the student advances in his course more time is given him from his regular studies and recitations to be devoted to rhetorical work, and by this means the upperclassman has *apparently* less to do than during his first years. This, however, is not so intended, and if the truth be known the work of the student *ought* to increase as he advances: for to do faithfully the work of the last two years requires much closer application and more thoughtful study than is necessary during the earlier part of the course. But here is just where the difficulty lies, the great tendency is *not* to do the work faithfully. While the rhetorical are perhaps the most important part of the course, they are of such a nature that they can be

slighted more than almost any other branch; and the natural tendency is for students to take advantage of this fact, and as a result many a valuable afternoon or hour is idly whiled away which ought to be devoted to necessary reading and writing. Hence it is not strange that the lower classes should get the impression that the "Juniors and Seniors have a soft time of it."

Now every student knows that these things ought not so to be; and, judging from our own experience, students in general resolve within themselves not to yield to this habit of neglect and indulgence. But alas for good resolutions! It is certainly well worth a strong effort, not only for present but also for future good, to withstand these inclinations; for as they rule or are ruled now, so will they be likely to rule or be ruled in after life.

Non scholae sed vitae.

A few days ago we heard a member of the Faculty remarking upon the unexpected proficiency, in a certain difficult study, which his class had exhibited at the recent examinations. "Why," said the Prof., "while I judged from their daily recitations I was entirely deceived in the class. Men who had made a complete failure in the class-room during the term passed a severe examination without difficulty. Not one of them failed out of a large class. The examination papers were nearly all perfect."

Now this Professor must be an exceedingly guileless man. Indeed, our whole Faculty might well be taken as a model of unsophisticated, unsuspecting innocence. It is well known among the students that at the close of the late winter term there was not a single examination at which there was not an incredible amount of cheating. And the way those perfect examination papers were obtained was by carrying books and written "cribs" into

the class. We say there was cheating in every class ; and we believe that one-half of the students obtained the required per cent. by fraud. We presume some of those who did not could have obtained the per cent. honestly, but it was so easy, and our professors were so willing to be deceived, that many cheated out of mere laziness. The late test was not an exception, but every examination since a per cent. was required, has been passed in the same way. It is a proven thing that a young man with plenty of "cheek" can go through the college without looking into a text-book, except to crib it. There are men in college now who are taking their course in this manner.

In some classes at the late examination, books were freely used ; in others, papers upon which the answers were written, were used instead. In all of them, if the answer to a question was known to one in a row of seats, it was conveyed to all. There were some men who copied, as has always been their practice, the papers of their neighbors.

Of course there are students who do not join in this common fraud, but they are almost lost sight of when compared with the mass ; and many of them are ashamed to own that they do not cheat, in the presence of their classmates, who do.

Upon whom does the responsibility for this general demoralization rest ? It rests upon you, gentlemen of the Faculty. It rests upon you, as the responsibility for the fall of the victim rests upon the tempter. Your attempts to prevent fraud at the examinations have been confined to telling the students that you " would know it, if there should be cheating." A perfectly idle boast, and as foolish as it was idle. In some cases you have manifested a disposition to wink at, if not to aid in this deception.

"The Faculty know it," say many students ; "it is for their interest that we

should get good rank. Why should we hesitate to do what we desire and they tacitly encourage ?"

We heard a young man say a few days ago : " During the first two years of my course in college, I did not cheat at examinations. I had a room mate whose influence kept me from doing it. At the end of the summer term in the Sophomore year, I did not get the required per cent. and was compelled to take the examinations over. Most of my class passed the tests without trouble. Most of them had not studied so hard during the term as I. I was compelled to "grind" through all the summer vacation and try it again in the fall. I made up my mind that thereafter I would get my per cent. as others did, and have no examinations to take over."

We believe the characters of many young men are being undermined by the temptations to cheat during their college course. We believe many young men have been ruined hitherto, on this account. We believe, further, that our whole ranking system at Bates is an imposition. It tempts young men to dishonor themselves both in the recitation room and in the test. It excites dissatisfaction among the students. It leads men to act from unworthy motives.

Perhaps we have said enough upon this subject for the present, though there is much more we wish to say. This article has been written for the purpose of doing good and we do not mean it shall fail for lack of plainness. We believe all our statements can be proved, but if there are any mistakes, we hope they will be corrected. Let us briefly review the charges we have made :

First, we charge the students with general cheating in examinations and recitations.

Second, we charge the Faculty with the main responsibility for this fraud.

They furnish the temptations for doing it ; they permit it ; they wink at, if they do not encourage it.

LOCALS.

O—oh Moon!

Drake has returned.

Baker, '82, has left.

"Cully" never groans.

"Any mail for the editors?"

Who would not be a Senior?

Why can't we have the *Garnet*?

Josiah came back late—as usual.

"How did you spend vacation?"

The Seniors recite only twice a day.

Are you going to wear your slippers?

The campus has been partially burned.

A Junior says an ox is an Aquatic animal.

French and Calculus are *optional* this year.

Merrill, '80, is teaching in Oxford this term.

The Juniors have elected their Ivy Day officers.

Thompson, '82, has left to enter Williams College.

Some of the Seniors are writing poetry for amusement.

The Faculty have forbidden '80 to publish the *Garnet*.

There was quite a general cut the first day of the term.

The Senior Class now boasts of a couple of embryonic Ole Bulls.

"Twitch" says he believes in the Protection of Home Commodities.

"Mac" says that the simplest way of taking liquid food is to drink it.

Tarbox "invites the boys up" to see his "stuffed furniture and statuary."

Harlow, '83, has left Bates with the intention of entering Harvard next year.

Elias Gove recently made us a call. He says he is looking better than he was.

This is the time of year in which the Sophomore trusts in Providence for his wood.

A Junior recently left a portion of his pants on the picket fence at No. 1, Andros-coggin.

One of the "small fowles that maken melodie," has recently found its way into Parker Hall.

The posts placed at the corner of the campus do not seem to keep the teams off the sidewalk.

David's Mountain is commencing to regain its popularity as a Sunday resort. Look out boys.

Emerson has gone into the cabinet business, and is engaged in making easy chairs for lazy Juniors.

The chapel bell, during vacation, was heard but once in the land, and that was for a Faculty meeting.

Somebody ought to be presented with a slop-pail. The Hall floor was not designed to serve that purpose.

Prof.—"Turn right round Mr. Libbey, your—your—your head wasn't put on that way." Mr. Libbey turns around.

Goding, '81, made the jump of the season. His standing jump on one foot measured eight feet eleven inches.

The campus begins to exhibit some signs of life. Now and then may be seen a Freshman and a Senior passing ball.

The Music Room has been provided with chairs. Hereafter visitors to the Reading Room may rest their weary limbs.

How nice it is for a class to have one member at least, of sufficient artistic skill to draw enough geometry landscapes to go around!

Prof.—"Mr. ———, perhaps you don't say what you mean." Fresh. (who appears to be badly *off*)—"Perhaps I mean what I say."

"Why is Doug., 2d, like an interrogation point?" "Because the Sophs use him to ask questions."

We all regret the illness of Prof. Stanton, which prevents his attending to college duties at present.

Several Juniors attended the recent Infantry Ball at City Hall, and, we understand, enjoyed themselves very highly.

The Freshman, who has charge of the Senior recitation room in Parker Hall, declares that none of the Seniors use the weed.

Emerson, the college carpenter, recently erected a fence upon the base-ball grounds as a *backer* for a catcher. Well done, Emerson!

Prepdom is much more populous this term than last. Many of its inhabitants find themselves able to dispense with a winter term.

The Shakespearian Club of '81 gave an excellent entertainment a few evenings since. The rendering of "As You Like It" was first-class.

Prof.—"Mr. H.—, what chiefly distinguishes the higher from the lower animals?" Mr. H.—"Their greater efficiency in disposing of food."

An incident of co-education: Mr. (translating immediately after a fair classmate)—"I cannot become your husband." It is well to be resigned, friend W.

Prof.—"Mr. B., what is the difference between Empiricism and Materialism?" Mr. B. (profoundly)—"One is just like the other, only a little more so."

On the evening of the Senior Exhibition one of the Seniors, after escorting his lady to the chapel and showing her to a seat, left her while he went to take part in the exercises of the evening. Imagine his astonishment on returning, to find himself "cut out" and his place by the side of the lady occupied by one of the Profs.

The lecture on Evolution delivered by Prof. Stanley to the Junior Class, is considered by the class as one of the most able and interesting lectures of their course.

The Faculty are full of courage this spring. Memorial Day comes Sunday, and as the exercises will come off the day previous, no holiday can be demanded by the students.

Among the new Professors added to the college Faculty are Messrs. E. Remick, B. W. Murch, and Miss E. S. Bickford. These three are required to fill (?) Prof. Stanton's place.

Two Juniors made a hasty entrance into a house on College Street, the other evening. They could not stop to open the door and so went through a five dollar pane of glass.

Junior (translating *Louison Johanna umarmend*)—"Louise, Johanna embracing her." Prof.—"How do you know which embraced the other?" Junior—"By their position."

Scene in the Zoölogy recitation: Prof.—"Mr. —, you may illustrate this principle by means of the horse." Junior (surprised)—"I—I didn't know there was a horse in Zoölogy."

It takes a Freshman and a Senior to help a loaded team out of the mud,—one to push at the wheel and the other on the reins; while the driver stands back and sees how it is done.

It is strange how many of the Seniors were anxious to rehearse in Prof. Hayes' recitation room the day before examinations. No less than sixteen are said to have applied for the key.

The Senior class have secured Rev. E. E. Hale, of Boston, as Commencement Orator. This well-known author has never been heard by the people of Lewiston, and will doubtless be an acceptable choice to all concerned.

Recitation in Zoölogy. Junior—"I recently heard a lecturer say that he thought it did not hurt a grasshopper to pull out his legs." Prof.—"Well, I presume the grasshopper thought differently."

Senior class room: Prof.—"Mr. M., you have three weeks to make up. Were you out teaching?" Mr. M.—"No, sir; I was earning money for the church." Prof. learns the particulars after recitation.

The Professor in Geology gave the Seniors some very interesting remarks on the relation of that and other scientific studies to religion. Adam and Eve's little domestic history was referred to as an "experiment."

At the first recitation in Geology all the naughty boys got into the same seat. Fortunately their names did not all begin with the same letter; and the Professor ingeniously found a way of escape from impending evils.

A Senior had been reading a dry criticism for about fifteen minutes. The class were growing more and more uneasy, when he suddenly stopped and said, "I have left one sheet in my room." The effect was magical.

The Latin School *Echo* will soon be issued by the students of that institution. The editors have already been chosen, and are engaged in the preparation of "copy." The "scissorings" are of avail upon such annual publications.

"Have you Mrs. T——'s negatives?" asked a bland Junior, T—— by name, of a Lewiston photographer. "Was it taken before or after marriage?" returned the artist. The Junior explained that it was his *mother's* picture he was after.

Let that timid student be reassured, we won't "blow" on him. We met him a few evenings since escorting a young lady about the streets. He, on perceiving us, at once lowered his voice to almost a whis-

per and spoke only when obliged to. At length the young lady, not seeing the point, and becoming impatient, spoke out pettishly: "Why don't you speak so any one can understand what you say?"

The '80 Class Committee have succeeded in securing the services of Reeve's American Band of Providence, R. I., for the Commencement Concert. This band, according to reliable authority, is unexcelled in the country, and rivalled only by Gilmore's.

The Junior class have already made preparations for their Ivy Day Exercises. The Committee to prepare a list of awards have introduced several new ones, which are a novelty in their way. Where a good time has been enjoyed in past years, a better one may be expected this year than ever before.

The mania for breaking glass from the Gymnasium windows has broken out. The students will probably appreciate this movement when the term bills are presented. It was only about a year ago that a bill of \$75, for the same purpose, was divided up among the students of the four classes.

During an afternoon recitation the sound of a horn was heard in the region of Parker Hall. One of the Profs who has a singular aversion to this kind of music went to the window, looked eagerly for the miscreant and remarked, "It's—it's some tormented fool—don't know who." O ye grave and reverend Seniors!

On Friday evening, March 26, took place at the College Chapel, the annual Senior Exhibition. The parts were generally very well written, but if a little more enthusiasm had been put into the delivery it would have added somewhat to the interest of the occasion. Music was furnished by Johnson's Orchestra.

Prize Declamations by the second and third divisions of the Sophomore class occurred at the chapel, on the evenings of March 19th, and 25th, respectively. The exercises were, on the whole, very creditable to the class. From the second division were selected to take part in the final contest, Messrs. Tracy, Harlow, Nutting, and Merrill. In the third division, which was composed of four from each of the other two divisions, together with the remainder of the class, there was considerable interest felt, as this was to decide who should finally be the successful competitor for the prize. Among the speakers of the third evening the parts of Tracy, Lowell, Blanchard, and Merrill were especially fine. The Committee awarded the prize to Cogswell. Music was furnished on both occasions by the Glee Club.

The following is the programme of the evening :

	MUSIC.
	PRAYER.
Sir Philip Sidney.	J. H. Heald, Lovell.
Affectation.	W. H. Judkins, Monmouth.
Influence of Curiosity.	C. H. Deshon, South Limington.
	MUSIC.
Julius Cæsar.	A. L. Woods, West Troy.
Universal Suffrage not a Failure.	J. F. Parsons, Eustis.
The Church Question in America.	O. C. Tarbox, Lewiston.
	MUSIC.
The Art of Conversation.	Miss E. H. Sawyer, West Minot.
Higher Education and the State.	F. L. Hayes, Lewiston.
Macaulay as Seen in his Writings.	I. L. Frisbee, Kittery.
	MUSIC.

CORRESPONDENCE.

Editors of the Student :

An undergraduate often stops to get the "bearings" of his college course and to determine its limits. I have thought that

a presentation of college studies, properly classified, might assist such an inquirer. To accomplish this and to give the college officers a few hints is the purpose of this article.

The curriculum of a college proper should comprise only seven departments, as follows :

1. Mental Science.
2. Natural Science.
3. Mathematics.
4. The English Language and Literature.
5. Ancient Languages.
6. Modern Languages.
7. Civil Polity.

Bates has all of these except the last.

1. *Mental Science.* This department should include only mental philosophy, moral philosophy, and logic; but as Butler's Analogy is a part of the Bates course, that would have to be classed under this head.

2. *Natural Science.* This embraces physiology, physical geography, natural philosophy, zoölogy, botany, geology, chemistry, and astronomy. The first two are wanting in the Bates curriculum. A term could easily and profitably be given to each of them, and it ought to be done. The names of these eight sciences stand for all their sub-divisions; for instance, zoology includes ornithology, Prof. Stanton's favorite recreation, and mineralogy belongs to geology. Mechanics, mentioned as a distinct branch in the Bates course, is a part of natural philosophy.

3. *Mathematics.* As parts of a college course, algebra, geometry, trigonometry, analytical geometry, and calculus, with their various applications, come under this head.

4. *The English Language and Literature.* This is by far the most important department in school or college studies, and, I am proud to say, Bates stands in the front rank of American colleges in the

cultivation of a love for pure diction and of a healthy literary taste. Declamation, composition, rhetoric, philology, and the writings of eminent English and American authors constitute this department.

5. *Ancient Languages.* This term is very comprehensive, but, in its college use, is limited to the Greek and Latin languages.

6. *Modern Languages.* Like the last, this expression is very broad in its application, but in most colleges only French and German are reckoned under it.

7. *Civil Polity.* In this department belong the science of government, constitutional law, international law, political economy, and general history. Of these only one (political economy) is now a part of the Bates curriculum. The omission of the others makes very serious defects in the course. If American colleges are designed to make American citizens, what can be more important than a knowledge of the principles of civil government, of the organic law of the republic, and of the general principles that govern the relations of nations? By general history I mean not so much the mere historical facts as the philosophy of history—the tracing of great epochs and enlightened civilization to their causes. But a knowledge of the history of the five nations, Greece, Rome, France, Great Britain, and the United States should be acquired under the guidance of a learned professor; and the philosophy of their history, especially of our own country, ought to be made the subject of special and scientific study. I am well aware that a knowledge of history must be acquired mainly by reading; and yet who cannot see the necessity of plan even in that, and of grasping the great truths that history teaches? Until a Professorship of Civil Polity can be established at Bates, why cannot the name of the department appear though the name of the professor

be left blank? Each of the studies could be assigned to professors that hold other chairs. They could do something, in fact a good deal, toward enabling students to pursue the study of governmental science. I think more benefit would result from the study of the United States Constitution than from following the speculations of Butler's Analogy. In connection with this department I may speak of parliamentary law, a very useful branch; but that is best learned in the literary societies, where moot assemblies can be formed for parliamentary practice.

I hold that the seven names of college departments of learning ought to appear in the catalogue of Bates, and ought always to remain there. When professorships of special branches are hereafter established (astronomy, for example), they should also appear, but let the general heads, like natural science, for instance, always have a place in the catalogue. The course of study will show the branches that constitute these departments at Bates.

Again, the names of the Professors in the Theological School should be classed by themselves. Professors Fullonton, Howe, and Rich have nothing whatever to do with the college. Then why should their names be classed with the college professors? Those of the latter that hear recitations in the Theological School might be mentioned in both Faculties. One reason for urging the necessity of having the Faculties separated in the catalogue, is the oft-repeated taunt that "Bates College is nothing but a factory for turning out Freewill Baptist ministers." If the Nichols Latin School could have the Theological Hall what a great help it would be in persuading boys to enter the preparatory school.

As a sort of supplement, it may not be inappropriate to mention here such studies of a school course as are commonly pur-

sued in American schools. This list, with the college studies, seems to cover the whole ground: Elocution (including Reading and Declamation), Spelling, Penmanship, Arithmetic, Book-Keeping (common business forms), Geography, English Grammar and Composition, United States History, Government of State and Nation, Political Economy, General History, English Literature, Rhetoric, Algebra, Geometry, Latin, French, Physiology, Physical Geography, Zoölogy, Natural Philosophy, Botany, Geology, Chemistry, Astronomy, Mental Philosophy, and Moral Philosophy.

From this it will be readily seen that a school course embraces parts of the seven departments mentioned above.

I want to offer a bit of advice to students in regard to text-books: Use the most elementary works in connection with your college text-books. Unless you do, the foundation of your knowledge of any branch will be in the air.

AUGUSTINE SIMMONS.

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editors.—EDS.]

'71.—At the recent election in Keene, N. H., John T. Abbott, was re-elected City Solicitor.

'74.—D. R. P. Parlser, who left college at the end of his Sophomore year, is practicing law at Hermon, N. Y. The law firm is White & Parlser.

'76.—F. E. Emrich has been elected Supervisor of Schools in Minot.

'76.—H. W. Ring has resigned his position as teacher of the Wiscasset High School and has commenced the study of law.

'77.—P. R. Clason is Principal of the Auburn Grammar School the present term.

'77.—O. B. Clason has been elected Supervisor of Schools in Gardiner.

'78.—E. B. Vining has recently been elected Principal of the Houghton High School at Bolton, Mass.

'78.—At the recent election in Auburn, A. M. Flagg was elected Ward Clerk.

'79.—F. P. Otis, who was recently admitted to the Piscataquis Bar, has formed a partnership with Henry Upton of Norway, Me.

'79.—E. M. Briggs has been elected Ward Clerk in Auburn.

'81.—Miss M. K. Pike, formerly of '81, is teaching in Francestown Academy, N. H.

EXCHANGES.

With the spring vacation many of the old editorial boards, with which we have become somewhat acquainted, go out and new ones take their places. Upon most of the more important college publications the annual change of editors takes place at this time. We are sorry to part with old friends but always glad to welcome new ones.

In the very front rank of our exchanges, and perhaps a pace in advance of any of them, stands the *Acta Columbiana*. In material and mechanical execution it is a striking specimen of college publications; it is, indeed, almost perfect. However, the *Acta* even has its weaknesses in two or three hobbies which it rides to excess. We never take up a number of this excellent paper without being perfectly sure we shall find in its pages a thrust at co-education and its representatives, and an ill-natured fling at Yale. Now, in regard to the first of these subjects, you know, friend *Acta*, we are pledged to a different opinion, and therefore should be, perhaps, a not unbiased critic; but in the second matter isn't your conduct becoming a trifle

boyish for so dignified a person as yourself? Certainly the energy you display in both directions is commendable, very commendable. But for you, in your fine clothes, to be out continually shaking your fist over towards Connecticut seems to us a little, just a very little bit ridiculous.

The *Chronicle* from Ann Arbor looks somewhat newspaperly. It has a bluff, straight-forward tone about it that we like. We were surprised to learn in a late number that the University of Michigan yet lacks a gymnasium. Perhaps this is the reason the students have felt compelled to exercise themselves in so many town rows. The editorials in this paper are always excellent.

The *Colby Echo* is always ahead of time. It is one of our best exchanges. In the present number it seems to us that one or two of the essays are a little weak, but as a whole, the paper is well made up, and interesting.

Our *sentinel* from Illinois, the *Vidette*, makes an early appearance. It comes from a school with the very sounding title of Northwestern University. It is a very trim little soldier indeed, and contains some very good editorials. One upon the "prevalence of colds among the students" greatly arouses our compassion. The essay upon "Wordsworth" is full of appreciation of that great poet. Don't forget to inform us, *Vidette*, how 'those "colds" come on!

The most striking feature as we take up *Lasell Leaves* is that cut of a tea-kettle in the upper right-hand corner. That is a very good picture, indeed. We like it; it looks cozy and attractive. Appropriate, too, for a girls' paper. The arrangement of contents in the *Leaves* is decidedly original, and the articles indicate a great deal of youth and enthusiasm in the writers. The essays upon "The Lighthouse" and upon "Scolding" are,

perhaps, as noticeable as any. Since the present editors go out with this number, we may express the hope that the bump of order will be better developed in the in-coming board.

The *Hobart Herald* comes to us from Geneva, N. Y. It contains articles upon "Athletics," "A Reverie," and an excellent account of the "Carnival at Nice." We notice that at Hobart, as well as at Bates, students are annoyed by the unauthorized removal of papers and magazines from the Reading Room.

We have received three numbers of "The Standard Series" containing Canon Farrar's "Life of Christ" and the "Imitation of Christ," by Thomas à Kempis. This series is published by I. K. Funk & Co., 10 and 12, Dey St., New York. It is a good opportunity to obtain some standard publications very cheap.

OTHER COLLEGES.

An addition is to be made to Wellesley College to cost \$37,000 and will require two years for completing.

The Amherst students are quite indignant over the proposed union of the State Agricultural College with Amherst.

The Amherst students are opposed to having the reports of scholarship and deportment sent home to their parents.

The Columbia School of Law failed to agree upon a pin, a cap, or an ulster, and finally decided to adopt a war-whoop.

One student of Chinese has appeared at Harvard, and he is a German. The celestial professor at Yale has not had a student for two years.

President Chamberlain says that one-half the members of the Supreme Court which settled the difficulty in Maine are graduates of Bowdoin.

Blaine graduated at Washington and Jefferson College, and it is said that during his four years there he never missed a recitation.

Columbia has an endowment of \$5,000,000; Johns Hopkins University, \$3,000,000; Harvard, \$2,500,000; Princeton, \$1,000,000; Wabash, \$900,000; Yale, only \$350,000.

At Rutgers, recently, the Freshmen tried to break up a Sophomore Exhibition by flinging fire-crackers and torpedos on the stage and chickens into the audience. They were promptly set down upon and more is to come.

The following is a letter from Dio Lewis: "Within half a century no young man addicted to the use of tobacco has graduated at the head of his class at Harvard College, though five out of six of the students have used it. The chances, you see, were five in six that a smoker or chewer would graduate at the head of his class, if tobacco does no harm. But during half a century not one victim of tobacco was able to come out ahead."

Very few of the colleges are sectarian in practice, but the classification is here given according to the church influence under which they were established, or by which they are generally fostered: Methodist—Boston University, Northwestern University, Cornell College (Iowa), Syracuse University, Wesleyan University. Southern Methodist—Vanderbilt University; Congregationalist—Amherst, Bowdoin, Dartmouth, Williams, Middlebury, Oberlin, Yale; Baptist—Brown, Colby, Chicago University, Madison University, Rochester University, Vassar; Presbyterian—Hamilton, Lafayette, Princeton; Episcopalian—Columbia, Trinity, Hobart; Universalist—Tufts; Non-Sectarian—Cornell University, N. Y.; Union, Smith, Harvard, Johns Hopkins University, Wellesley, William and Mary.—*Tutor.*

Bowdoin has graduated one president, one secretary of the treasury, eight senators, eight governors, twenty-five congressmen, sixteen college presidents, thirteen judges of supreme and circuit courts, and over eighty college professors. On the presidential vote Blaine leads with more than half the whole number cast.

CLIPPINGS.

A Western organist played "What Will the Harvest Be?" as a bridal couple marched out of the church.

Didactic Parent—"Do you know why I am going to whip you?" Impertinent urchin—"I suppose because you are bigger than I am."

Freshman—"Where shall I find Darwin's Works?" Librarian—"What do you want with Darwin?" Freshman—"I want his 'Origin of the Species,' so as to find out something about this financial question."—*Ex.*

Not long ago a Junior was out riding with one of Amherst's beauties by his side, when looking up pensively into his face, she said, with tears in her eyes, "O! no one loves me Mr. R." "Some one does," he replied. "Yes?" said the lady, pressing his arm ever so lightly. "Yes, Miss Lizzie," continued the wretch, "God does."—*Ex.*

During a dense fog a Mississippi steamboat took landing. A traveler anxious to go abroad came to the unperturbed manager and asked why they stopped. "Too much fog; can't see the river." "But you can see the stars over-head." "Yes," replied the urbane pilot, "but until the biler busts we ain't going that way." The passenger went to bed.

Prof.—“Which is the most delicate of the senses?” Senior—“The sense of touch.” Professor—“Give an example.” Senior—“My chum can feel his moustache, but no one else can see it.”—*Echo*.

The story is told at Williamsport, Pa., of a young man who went to the Black Hills to seek his fortune, and wrote back to his father that he had done well, but added: “I will be home on Wednesday evening. Meet me at dark, just out of town, and bring a blanket or a whole pair of trousers with you. I have a hat.”—*Ex*.

An Oil City Irishman having signed the pledge, was charged soon afterwards with having drank. “’Twas me absentmindedness,” says Pat, “an’ a habit I have of talking wid meself. I sed to meself, sez I, ‘Pat coom in an’ have a dhrink.’ ‘No, zer,’ sez I, ‘I’ve sworn off.’ ‘Thin I’ll dhrink alone,’ sez I to meself. ‘An’ I’ll wait for yez outside,’ sez I. An’ whin meself cum out, faith an’ he was drunk.”—*Derrick*.

A whoop-bang sort of a boy, with feet as broad and fat as a pie-tin, trotted through the Central market till he reached a stall kept by a single woman about thirty years old. Halting there, he yelled out: “Say! say! Your little boy has been run over and killed up by the city hall!” “Oh! oh! heavens—Oh!” she screamed, and she made a dive under the counter, came up on the other side, and started to follow the boy. After going ten feet she halted, looked very foolish, and all of a sudden remarked: “What a goose I am! Why, I ain’t even married!”

“’Twas a rock unto which he was clinging,
And he up and heaved that rock
At another chap who was singing
About my grandfather’s clock.

“And he killed that chap, and was glad, too,
And grone a mostly ghastly grin;
But the devil was mad that he had to
Take such a nuisance in.”—*Ex*.

It was a young lady named Maude,
Suspected of being a fraud;
Not a bit was she able
To eat at the table,
But in the back pantry,
Oh! Laud.—*Ex*.

He strode along
Full wise and strong,
A flat-topped hat he wore—
And near him there,
A maiden fair—
That gallant Sophomore.

“What eyes!” thinks he;
And joys to see
Deep reverence in them gleam.
The dear lips part;—
“Pray tell me what
Does this word Sophomore mean?”

“Soph’s Greek, for wise,
More is easy to devise—
More-wise, of course—but why accost?”
She glanced below her—
To sweetly murmur,
“I thought that it must mean More-Soft.”
—*Ex*.

NURSERY RHYMES.

There’s a New Haven maid, young and pretty,
In repartee brilliantly witty,
But a terrible hoax,
For she cribs all her jokes,
From the old almanacs of the city.

A fellow named Dunlop, in London,
Said his name could never be punned on;
But his ma said, “My son,
Lop off half and it’s Dun,”
And poor Dunlop was thoroughly undone.

John Jones, while out walking with Hannah,
Slipped and fell on a frozen banana,
And she came down kerslap
Right square in his lap,
In an awkward, embarrassing manner.

But yet, though she ruined her pannier,
Hannah seemed rather pleased with the man-
ner,

For after a while
She said with a smile,
“John, let’s find another banana.”

—*Yale Record*.

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CLASSICAL DEPARTMENT.

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

LATIN: In nine 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 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.

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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.

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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.....JULY 1, 1880.

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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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