5-1880

The Bates Student - volume 08 number 05 - May 1880

Bates College

THE

BATES STUDENT.

VOL. VIII. NO. 5.

MAY, 1880.

LEWISTON:
PUBLISHED BY THE CLASS OF '81.
1880.

THE BATES STUDENT.

A MONTHLY MAGAZINE.

Published by the Class of '81, Bates College.

TERMS—$1 a year, invariably in advance; Single copies, 10 cents.

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PRINTED AT THE JOURNAL OFFICE, LEWISTON.

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MARCIA.

To-morrow wilt thou come ?
The soft rain grieves
In the budding leaves
This fragrant night. Sad songs and slow
The weird wind weaves.

So long as thou hast lain
Beside the sea
Asleep! and we
In this dark town, so sadly we
Have waited thee!

The spring-time saw thee come
And saw thee go.
At length the slow,
Long months have brought again the time
When blossoms blow;

And now that ruddy June
Comes on apace,
O rare sweet face,
We cannot bear the Sleep that holds thee
In close embrace.

What weariness divine
Was on thee laid,
That thou hast staid
These years beside the bitter waves
And no sign made?

Thou didst so love the sea!
Long have I said
Thou art not dead,
To-morrow and to-morrow we shall start
To hear thy tread.

"To-morrow and to-morrow!"
Alas, what sleep
Is this? too deep,
Too long, too like to death,—ah, wouldst
Thou smile or weep!

My eyes are wet with tears!
The soft rain grieves
Here in the leaves;
Too deathly sad is this low song
The spring wind weaves.

CÆSAR AND NAPOLEON.

BRILLIANT men were Cæsar and Napoleon. Their deeds were commensurate with their genius. We propose to compare briefly their lives, and show that Cæsar was the greater of the two.

For convenience, we will treat the subject under four topics.

First, their military ability.

Napoleon was pre-eminently a military genius. In 1796 he took command of the Italian army, numbering fifty thousand men, and in one year broke through the barriers of the Alps; subdued Piedmont and Lombardy; humbled all the Italian States, and defeated and almost destroyed four Austrian armies superior to his own. Four years later he crossed the Great Saint Bernard, then believed impassable, and defeated the Austrians at Marengo. Till thirteen years later, he triumphed over the united armies of Europe, and dictated terms of peace to the conquered.

What the secret of so great success? We answer a comprehensive and vigorous mind united with indomitable courage. To rapidity of conception, and inexhaustible invention, he added an energy of will

and decision, "that suffered not a moment's pause between the purpose and its execution." These qualities gave unity and success to a great variety of operations, and overthrew his enemies slow to move, and wanting concert of action. Thus it was at Jena and Austerlitz.

There are other reasons, however, for his success. Under him served the greatest marshals France ever produced. At Marengo, Desaix, and Kellermann turned defeat into victory, and placed the crown of France upon his head. Others served him equally well.

Some say Napoleon's plan of battle was entirely new. This is not true. Carnot originated, Dumouriez first practiced that improvement in military art; viz., the rapid concentration of superior forces upon a given point.

But Napoleon was not always successful. He is the father of the greatest blunders in war, history affords. Of many we mention one, the Russian campaign, against which his wisest counselors remonstrated. To march an army of five hundred thousand men from sunny France to the benumbing cold of Central Russia in the face of approaching winter, is the saddest blunder history records. It is not the work of a great general, but of a madman. The fact is more evident still when we consider that he drove, by his outrages, Sweden, the ally of France, into the arms of Russia at the moment he was about to undertake this enterprise.

Cæsar, who in eight years subdued the warlike tribes from the Pyrenees to the Rhine; twice invaded Britain; and, when compelled, turned his legions against his country, and in a year and a half subdued Italy; three powerful armies in Spain; Pompey with a formidable army at Pharsalia, and Egypt at Thapsus, we consider a worthy rival of Napoleon. The fact that Cæsar always accomplished his purpose, and turned defeat into victory, confirms this opinion. Napoleon in his early career *seemed* invincible; Cæsar *proved* himself such till the last.

All must admit he had greater difficulties to overcome. Napoleon spoke, and France yielded her best sons to recruit his army; Cæsar organized and recruited his in the enemy's country. Napoleon's marshals had seen long service; Cæsar created his. In short, when we call to mind that Napoleon spent five years in the best military schools of France, and devoted his best years exclusively to war, while Cæsar gave no attention to warlike pursuits till forty years of age, must we not say his military genius was equal to that of Napoleon?

Let us now consider our second topic, their statesmanship.

The greatness of the statesman far exceeds that of the general, since it unites moral with intellectual greatness. To comprehend the rights of all classes of a great people, and devise laws that shall secure to each class these rights, belong to the great statesman. More, he must understand those broad principles of justice, on which alone one nation can hold business relations with another. Here we maintain Napoleon signally failed. The modification of the Roman law, known as the Code of Napoleon, is a great work, the glory of which, however, belongs not to Napoleon, but to the wiser lawgivers of France. It is true he was present at the discussions and proposed changes; but it is equally true some of those changes violated the first principles of justice, and proved him wholly incapable of giving wise laws.

It is said that business revived under Napoleon. His system of Continental Commerce stimulated the industries of France for a moment, but at a frightful cost. It failed to raise English Commerce, and produced universal poverty and misery throughout France.

Compare with this the reforms of Cæsar during his consulship. Among his first acts was the restoration of the Agrarian Law, which he wisely modified to suit the existing state of things. This law consisted in giving to the poor, on certain conditions, unoccupied land and the means for working it, and secured three important results; viz., reduced public expenditures, increased the value of the land, and lessened crime. Moreover he attacked corruption in all its forms, and the law went so far as to watch over the honesty of business transactions. Cicero, the political enemy of Cæsar, boasts of the wisdom of his laws.

Again, Napoleon, having gained imperial power, was filled with insane egotism, and desired universal conquest more than the regeneration of France. Cæsar, when monarch, was democratic still, and gave his whole soul to the redemption of his country. His reforms were many and great. His financial system, which to-day is the basis of the monetary system of all civilized nations, is sufficient of itself to place him among the greatest statesmen of the world. Mommsen says: "The general result of the financial system of Cæsar is expressed in the fact, that while by sagacious and energetic reforms he fully met all equitable claims, yet in March, 46 B.C., there lay in the public treasury £8,000,000, a sum ten times greater than was ever in the treasury in the most flourishing times of the Republic."

We are obliged to pass over the sanitary reforms and public improvements that he planned, but did not live to execute, in order that we may consider their foreign policy. We quote Thiers, the French historian: "Napoleon, who was both a despot and a revolutionist, could not be a diplomatist. His attempts against England, undertaken soon after the breaking of the peace of Amiens, his prospect of universal monarchy after Austerlitz, the war in Spain, which he endeavored to terminate in Moscow, and his refusal of peace at Prague, proved him worse than a bad politician, for it gave the world the sad spectacle of genius degenerated into folly." Cæsar, on the other hand, as a wise statesman produced such changes for the good of those he conquered, that the tribes of Gaul vied with each other in substituting the Roman language and civilization for Gallic barbarity.

"Napoleon in his administration neither gave France liberty nor the political form in which French society was to repose; but robbed her of a million lives and left her with no hope of regeneration, save in the few seeds of modern civilization deposited in her bosom," while Cæsar gave to Rome that form of government which not only raised her to the zenith of her glory, but also lasted as long as Rome lasted, and proved himself not only a greater statesman than Napoleon, but the greatest the world has ever seen.

Our third consideration is their literary ability.

Every candid man will admit that as a scholar and literary character Cæsar far surpassed Napoleon. As a rapid accountant Napoleon may have equaled Cæsar; but in the higher branches of mathematical science he bears no comparison. Napoleon could speak forcibly, but cannot be called an orator. His manner was strained and bombastic; his speeches were exaggerated and failed to convince. He lacked that calm deliberation and close analysis which characterize the true orator. His own historian doubts whether he could ever have become an orator.

Cæsar, on the other hand, at twenty-two years of age, by his impeachment of Dolabella for extortion, had won great renown as an orator. Cicero says, "Had he devoted himself to public speaking, he would have become the greatest orator

at Rome;" and Niebuhr adds, "His speeches must have been of the most perfect kind." Napoleon's bulletins and memoirs are the works of only a third-class writer, while Cæsar's Commentaries are the finest prose writings in all Roman literature. Cicero says, "Cæsar in his Commentaries has precluded the possibility of any wise historian attempting to change them."

But Cæsar was more than an historian. In that highest realm of thought, Philosophy, which Napoleon could not attain, he distinguished himself, and in addition to his other writings during his Gallic wars, wrote valuable works on Philosophy. Cæsar's scholarly attainments and literary works, of themselves, outweigh all the genius Napoleon ever displayed.

Our fourth and last topic is their moral character.

I would that here our task were less painful, that we had no crimes to consider, but only that same integrity and purity that leaves Washington a unit in history. But it is far otherwise. Their lives are stained by crimes that we can neither deny nor wish to soften.

Napoleon seems devoid of all moral principle. At Joppa he murdered twelve hundred prisoners of war in cold blood, in spite of the protest of his generals. He delights in the murder of Duke D'Enghien. He railed at the idea of a more sacred friendship than is promoted by selfishness. His divorce of Josephine, one of the noblest, purest, most devoted of wives; his cruel injustice to his generals; his cold-hearted tyranny over his brothers, prove that in *this* statement he was sincere. He scrupled at nothing. On his road to Empire he imprisoned the Pope. Empire attained, he demanded the solemn sanction of the Pope to establish that which his genius could not, and said, "If the Pope had never existed, I would have created one." Farther, in his profane egotism he dared insult God by claiming divine inspiration.

Cæsar's treatment of the Helvetii and other tribes of Gaul we condemn as cruel; but there are mitigating points. Cæsar was not naturally cruel. His kindness of heart, his mildness toward his enemies and his love of friends are praised by ancient and modern writers. How generous, how magnanimous Cæsar's conduct after the battle of Pharsalia, and his assumption of regal power compared to the cruel jealousy of Napoleon as Emperor! Cæsar burned all his enemies' papers lest he should find cause to punish. Napoleon perfected his secret police that he might find subjects to punish.

We must remember, too, that Cæsar was a heathen, surrounded by the grossest immorality, while Napoleon perpetrated his outrages against society, against humanity, against God, in the light of the civilization of the nineteenth century, the outgrowth of divine revelation.

Here our comparison must close. We have sought for truth, and have expressed candidly our convictions of their respective merits; and while we gladly call Napoleon, the general, great, we confidently affirm that Cæsar, the general, the statesman, the profound scholar and philosopher, was greater; and may we not with Napoleon's own historian say: "Regarded under every aspect, Cæsar was the most highly endowed being that ever appeared on earth." G. E. L., '81.

A SONNET.

Once were we friends, this same sweet Peace and I,
Till Love, the coy deceiver, stole along,
And filled my heart with joy at his glad song.
Thenceforth, forsook I Peace when Love was by,
Thus thinking Love's most potent charm to try;
With soul intent on Love, it seemed no wrong
That his fair minions should my palace throng;
Thereat I let Peace go without one sigh.

At first I marked no change, Love was complete,
But all too soon satiety gave place;
Restless my soul for calmer times grew meek,
And Love had lost somewhat his tender grace,
Till odious grown, at length did I entreat,
Return my Peace, I die to see thy face!

KATE HANSON.

SIR PHILIP SIDNEY.

IT is 1584 at the Court of Elizabeth. Around the haughty monarch are the statesmen and scholars who make her reign glorious. But who is he noblest in demeanor of them all, on whom all eyes are turned, on whose words all ears intent? He is the pride and hope of England, Sir Philip Sidney.

At this time Sidney was thirty years of age. His life had been one of untiring industry. As a youth he had found pleasure in all manly sports and exercises, but had delighted far more in the acquisition of knowledge. And he did not forget the moral part of his nature. Nay, he declared the end of all earthly learning to be virtuous action. At the close of his university career he had spent three years on the continent, in travel, and study of art, literature, philosophy, and of man himself. He had passed several years at the Court of Elizabeth, where, by his noble bearing, extensive learning, and brilliant genius, he won the esteem of all. He became the favorite of the Queen herself, and was called by her "the Jewel of the times." While other men may have had to meet the curses of enemies, he had to fight against the flattery of friends. To no more trying ordeal can a young and aspiring mind be subjected. Despite all this flattery Philip Sidney retained the same lofty, unstooping manhood. Yea, he dared oppose the proud and willful Queen, and by so doing saved his country from imminent danger. "The truly valiant," he said, "dare all things but to do others an injury."

But Philip Sidney had passed through a more trying ordeal, that of the tenderest passion. He had loved with that purity and intensity of which only the noblest and deepest natures are capable. His affection was unrequited; its object proved unworthy of his high ideal of woman. The disappointment was bitter, but he bore it; the lesson was severe, but he learned it, learned to say:

"Leave me, O Love, which reachest but to dust,
And thou, my mind, aspire to higher things;
Grow rich in that which never taketh rust;
Whatever fades, but fading pleasure brings.
Then farewell world, thy uttermost I see,
Eternal Love, maintain thy life in me."

Let us return to the Court of Elizabeth and ask again who is he, noblest of her courtiers, first of her scholars? He is one who, by his services, has gained the esteem of his countrymen, who has won the laurels of an author, who is the pride and hope of England. More; he is one who by struggling and trial has learned what life means; who by subjecting all his powers to that which is highest in him has become a finished man.

Still Philip Sidney is not content. Neither the insipidity of court life, nor the disappointment of love can tame his spirit, nor abate his zeal for a struggling cause. He had been in Paris on that terrible night of St. Bartholomew, when the streets ran with Protestant blood, and the air rang with the fiendish yells of pursuers, and the last despairing cries of the pursued. He had not forgotten the horrors of that night; memory ever spurred his zeal. And now he longed to be across the water, where the Netherlands, deprived of their champion by the death of William of Orange, were again writhing in the grasp of the tyrant of Spain.

His time is coming at last. The Netherlands apply to Elizabeth for aid; and she responds. Philip Sidney is appointed Governor of Flushing. Eagerly he hastens to the scene of action. He is made General of the English cavalry. He devotes all

his energies and resources to the cause he loves. He wins the esteem of native citizens and English allies, both as a soldier and a man. But Providence is preparing for him a severer test.

The allied troops of England and the Netherlands are encamped before the city of Zutphen. It is a September morning; slowly the dense white fog rolls back from the banks of the river, and lo! three thousand cavalry, sent by the wary Duke of Parma to the relief of the beleaguered city! There is mounting in hot haste; and five hundred English horsemen, with Philip Sidney at their head, fall fiercely upon the Spanish invaders. Terrible is the battle that ensues. Mighty those English arms and brave those English hearts in a "cause that is pure and true!" And wherever the storm is fiercest, there may be seen the gallant form of Sidney. Two horses are shot beneath him and he mounts a third. For two hours the conflict rages. But the impetuous courage of the English triumphs; the Spanish falter,—they yield, and—but hold! yonder is an English Lord surrounded. Sidney sees; he dashes to the rescue. He saves his friend, —but *not* himself. A musket ball strikes his thigh, terribly shattering the bone and rending the muscles. Is this the price of victory? But what a change upon that battle-field! A moment ago all was action, —rally and charge and rout; now all is still; and those brave, strong men, who have faced the foe undaunted, weep as they gather about their wounded champion. Faint with loss of blood he calls for a cup of water. With difficulty it is procured. But as he raises the cooling draught to his lips, he sees by his side a dying soldier, and hears his moan; with that nobleness that characterized his whole life, he gives the soldier the untouched draught. "Thy need," he says, "is greater than mine."

Philip Sidney has but one more battle to fight. Sixteen days of physical anguish are passed without a complaint. His face is worn with suffering, but his eye is bright and his mind clear. In patience and hope he waits for death. With the clear vision of those last hours, he sees the petty affairs of life in all their littleness; and he cries, "I would not change my joy for the empire of the world!" Faith, hope, and love are triumphant. The greatest lesson of his life is the last. He has fought a good fight; he has finished his course.

The Netherlands wept for him whose arm had been mighty, whose blood had been poured out in their cause. England sorrowed for him as a mother for her dearest son. And why? What had he done? Many of his contemporaries could boast more startling deeds; Sidney's life had been made great by little things. Others had conquered more of the world; Philip Sidney had conquered himself.

REPUBLICANISM IN EUROPE.

DURING the years before Cromwell taught Europe that the peasant was as good as his lord, England had been tyrannically ruled. The way he took to teach them this lesson was a violent one. In the process the king and many of the nobility perished. The people, however, were not prepared for the new opinions; therefore, when Cromwell ceased to direct affairs and the tumult had subsided, the tyranny was renewed, and for many years it seemed as if freedom had left the land. But not so. Forces, to which the times of Cromwell had given life, were quietly but no less surely at work among the people. By these, years afterward, English kings were compelled to grant their subjects those reforms demanded by Cromwell. And on account of this England is to-day, with one exception, the most democratic government in Europe.

In 1789 the French Revolution began, and during its continuance many of that party which had for ages so cruelly oppressed the French people, were killed or banished. Here the passions of the people overcame their reason, and, therefore, the measures adopted were too violent, and the tyranny of Napoleon ensued. France seemed to have forgotten that such a thing as liberty existed. But it did exist, though in secret; and from its hiding places it has extended its influence until France is, in name, a Republic.

The influence of that Revolution has disturbed every government in Europe. In Germany and Russia we now hear the mutterings of a storm which threatens to sweep away their governments, as the hurricane of the Revolution did that of France. The violent and impracticable measures of the Nihilists and Socialists are direct outgrowths of the tyranny of countries in which they appear. The history of Republicanism in Europe shows that the first attempt to establish the principles of free government has always been by violence, a violence proportionate to the previous despotism.

Although the principles of free government have thus been spread in Europe, yet many institutions and ideas must cease to exist before the governments can become true Republics. History teaches us that no Republic can exist unless the people are interested in it and understand its benefits. For this condition to be met, education must be general. France claims to be a Republic, but it is so only in name. The great majority of her people know nothing of government. That this is true is proved by their conduct. One month they cry "Vive l'Empereur," and the next they destroy the buildings and statues he has erected. With scarce an exception this ignorance of government is common to all the nations of Europe. In many countries one reason for the ignorance is the policy of the dominant church. Free schools are almost unknown in the Catholic countries of Europe. A contest is now in progress in France and Belgium between the liberal party and the Catholic church, as to whether there shall be free schools.

The absence of any considerable middle class in Europe renders the progress of Republicanism slow. The upper classes think themselves well enough as they are; the lower know not how to better their condition. History shows that nearly all the great reforms of the past were the work of men in the middle walks of life.

Perhaps as a result of this lack of a middle class and the consequent dependence of the lower orders upon the nobility, there is, as a further hindrance to free government, the reverence for monarchical institutions. The people have been so long governed that they cannot realize that they themselves are the rulers. They seem to think disaster awaits them if they depart from the customs of their fathers. So little thinking have the people done for themselves, that when they have overthrown one tyrant they see no way but to put another in his place. When France was rid of Napoleon III., it proclaimed a Republic. But did the principle of government change? Was there more freedom than before? It was a crime to utter anything against Napoleon, it is no less so to criticise the Republic. Now, as before, France is governed from Paris.

The attempts at free government in the past in France and England have failed, and the present attempts in Russia and other European countries will fail on account of the same great lack—that of education among the masses. When the nations of Europe are so educated to understand their governments and to think for themselves, then, and not till then, will Republicanism have a firm foothold.

EDITORS' PORTFOLIO.

WE understand that radical changes are to be made at the end of the present term in the manner of conducting examinations, although we are not at liberty to state in what these changes will consist. Perhaps it is sufficient to say that they will be such as will *compel* honesty in the students during the tests.

There have been many complaints made in regard to the "cheek" with which outsiders appropriate the Gymnasium to their own use. One can scarcely go into the Gymnasium at any time of the day without finding the ground preoccupied by preps. The bowling alley seems to be their favorite *rendezvous*. They swarm around it thicker than flies around a molasses jug. If any of the college students wish to bowl, it is necessary to wait until they have finished several strings. Now, the preparatory students have a perfect right to enjoy the benefits of the Gymnasium when it is unoccupied; but, we hold, they have no right to interfere with the Gymnasium practice of the students of the college. Further, it is no part of courtesy for them to do so. The Gymnasium was erected and furnished for the exclusive use of the members of the college. If the students were not gentlemanly to an unusual degree they would, on several occasions, have used more forcible arguments than mere patient waiting. We hope that this nuisance will be abated.

The favor with which the Glee Club has been greeted at their first few appearances before the public has exceeded the expectations of the majority of the students. The most artistic music that we could procure has failed to elicit so much applause. We think there is no music that affords greater pleasure to the average audience at our public exercises than rollicking college songs by a goodly number of students. The careless freedom of the college life is mirrored in them, and when sung with spirit and zest they have a peculiar attraction. The Glee Club should not rest contented with this good beginning. The music room has not been used enough of late. No doubt this has been somewhat on account of the abundance of extra work this term. We are anxious to see greater interest taken in the Glee Club.

On the 19th inst. the Bates and Colby nines played a match game at Waterville, resulting in a victory for the Bates boys by a score of 16 to 2. On the 21st another game was played at Brunswick with the Bowdoins, when our nine was defeated by a score of 16 to 3. At the end of the sixth inning the score stood 3 to 3, but after that time it seemed as if the genius of ill luck followed our nine. Another game will be played on the college grounds the 26th.

How about the Champion Prize Debates by the Junior and Sophomore classes that were to come off this term? We have heard nothing of them for some time, but trust they are in preparation. There is nothing in our whole college course more beneficial and practical than our debates. And, judging from observation, the advantages offered at Bates in this particular are superior to those in most of our colleges. Prof. Stanton has taken great interest in them, and every year offers prizes for public debates. These, together with the original declamations and debates under the efficient management of Prof. Chase, furnish for the students an excellent drill in composition and public speaking. It is well worth while to take advantage of every opportunity offered for this kind of work; and we hope that the

debates for this term for which Prof. Stanton has so generously offered prizes will not be neglected, but occur as appointed.

In college, lessons are learned too much in the style of the primary schools. They are learned to be recited and not to be remembered and thoroughly understood. To be sure we would not have every lesson learned to be repeated parrot fashion years afterward, but so that the principles may be remembered through life. How few, when a question is asked not found in the book but related to the subject, are able to give a decent answer! They have thought nothing of it except to recite. The lessons should be short enough so that every one can thoroughly master the principles.

The expression, "I haven't studied my lesson more than a half-hour," instead of being a boast as now ought to be regarded the opposite. No thorough comprehension of a lesson can be gained in that time. If a lesson is once learned the right way it can never be forgotten, and when it is wanted in after life it can be used. If lessons are learned for life and not for the class-room, habits of application are formed which will be useful in every part of life, while if they are learned the other way the capacity for hard study is greatly impaired.

As we were sitting in our room one evening, vainly wrestling with disorderly ideas, or rather the disorderly lack of them, a thought struck us in regard to the order and arrangement of a study. If you happen into some students' rooms at any time of day you will find everything topsy-turvy. Books, clothes, papers, hats, everything thrown into a chaotic mass. It may be mere fancy, but it seemed to us that this chronic disorder must extend to the mental as well as the material; that such a student might make a good recitation, but could not keep an orderly room; that he might collect a vast amount of heterogeneous knowledge, but would be unable to systematize it.

Another room reminds you of an old-fashioned church, with its straight-backed pews and its box pulpit. Everything is placed against the wall with the utmost regularity. The entire room impresses one with its solemn and funeral air. Its occupant, too, partakes of the hue of his surroundings, as with grave mien he plods away at his lesson.

Once in a while we find the model room, the cheery, cozy, comfortable, yet orderly room. When you enter the occupant gives you a greeting full of cordiality. His room is clean, healthy, and artistic. We can scarcely imagine him as possessing other than a clean, healthy, and artistic mind. We human beings are a sort of chameleons after all. Not only do our surroundings exhibit to some degree our taste and character, but these latter can not help being influenced by our surroundings. The hue of our circumstances is apt to be transmitted to our mental condition. If we would cultivate orderly and systematic habits of thinking, we must also cultivate orderly and systematic habits in all other things as well.

We do not expect to bring about any great reform, but seriously is not much of the feeling of jealousy, which we often see exhibited between different classes, without any foundation? Why should we condemn a man merely because he happens to recite in a different class? Other classes are likely to contain just as good members as our own. By no means would we wish to say anything against class feeling of the right kind and in a proper degree. We believe no true-hearted student can fail to feel a peculiar regard for his own classmates. It is altogether proper that he should do so. We

believe that class honor should be defended whenever it needs defending. But is it not a little strange that feelings of dislike, between immediately succeeding classes, should have become almost inevitable? Why should one class despise another simply because only one year of study separates them? It is not on account of the difference in their attainments, for then would there be still greater reason why classes two years apart should dislike each other. But Freshmen and Juniors are proverbially friends. Where then shall we find the reason? It is difficult to tell. This feeling seems to be a relic of an old prejudice which formerly manifested itself in the practice known as hazing. How this prejudice originated it is hard to say. Time will probably effect its removal. Hazing, if not entirely a thing of the past, is fast becoming so. In time we may hope the feeling which prompted it will entirely disappear. It is from this foolish prejudice that difficulties between classes usually arise. Under its influence classes, or more especially certain members of classes, are continually taking offense where none is intended. They fancy they have been ill-treated or slighted in some way by another class, and straightway they set about finding some way of revenge. Thus very often arises a permanent ill-feeling which a little common sense might have saved. Independence is a good thing,—but too much of it is as bad as too little. No class can afford to isolate itself entirely from others. Classes often feel very independent. They think they can get along just as well without the good will of others. But this is always a mistake. The class that acts on this principle is sure to lose thereby.

An article entitled "Spring Epidemic," in a recent exchange, reminds us of a disorder that is occasionally quite prevalent *here*; and it is evident that the writer did not think it confined to his own college. His ideas on the subject, we think, may well be applied to our own and many other colleges. The gist of what he says, is that there is a tendency on the part of the students, especially those of the lower classes, to think disparagingly of their own college, and to talk wisely of the merits and advantages of other institutions. They take every opportunity to inform their classmates and friends that they "shan't go here after this year; that they wouldn't think of staying here any longer, or at any rate, of *graduating* from such a *one-horse institution*."

It is somewhat interesting to see how easily the sufferers from such a disease recover; they rarely ever need medicine of any kind to restore them to their normal condition. When the "next year" comes they are generally all back, and if you inquire how they happen to be here after speaking so decidedly of going elsewhere, they either don't remember anything about such plans, or else they have some indefinite excuse for changing their minds. Now if we thought this was any more characteristic at Bates than any other, we might think it was owing to some defect in our college, but inasmuch as we find the same state of affairs in other institutions we are led to believe it is due to nothing but the nature of the boys themselves. One of the evils of this kind of fault finding, if we may call it an evil, is that it gives a wrong impression to outside friends and to those who know nothing of the college except through us. It is often the case that students will go to a particular college through the influence of some friend who has entered before them. But if they had heard this friend constantly talking in a disparaging manner of it, and planning to leave and go somewhere else, the tendency would be to drive them also to some other. We believe

the best way for a student, after carefully deciding what college he can, on the whole, attend to the best advantage, is to enter with the purpose of working for her interest, and seeking in every way to increase her prosperity. And a man who has thus interested himself in his college throughout his course has not only been a benefit to the institution, but he has received much more good himself and will leave her walls with a feeling of greater respect for himself and the college, and will always look back with much greater pride on his *Alma Mater* than if he had gone through his course with a constantly expressed feeling of dissatisfaction.

LOCALS.

The trees on the campus are all leaved out.

What has become of our Musical Association?

Ike has returned "with triumphant eagles."

Why are not the Faculty required to attend prayers?

The ball ground is again lively with the base-ballists.

Dresser, '82, has recently joined the Polymnian Society.

Four Sophomores are planning a trip to Mt. Katahdin for next summer.

Fourteen Sophomores sat in a group for a picture at Stanley's last week.

Robinson, '81, has been very sick with the measles, but has now returned.

The Juniors are now taking excursions with Prof. Hayes after botanical specimens.

The college carpenter has favored us with a new flight of steps in front of Hathorn Hall.

A large number of the students have applied for enumeratorships in their respective towns.

The Juniors now recite in Botany at two o'clock P.M. This is to accommodate the base-ball men.

Four members of the present Sophomore class are making preparations to go to Bowdoin next fall.

Mr. G. Weeks, of the Sophomore class, is to deliver the memorial address at Fairfield on Decoration Day.

Some Seniors who were desirous of a good night's rest, recently made a raid on their amateur violinists.

The Juniors have decided that a corkscrew is too suggestive to be inserted in the list of Ivy Day presents.

Prof. (to Freshman in Geometry)—"Mr. R——, how can you find half of that line?" Freshman—"Divide it by two!"

Prof. (in Rhetoric)—"Mr. H——, what does circumlocution lead to?" Mr. H.—"It leads to an inflated verbosity!"

Score one for the co-educationists: Some of the college ladies occasionally make use of the gymnasium and bowling alley.

"Isn't there a better seat than this?" asked one Junior of another at the theater. "Yes," said the other sadly, "in Heaven."

Prof.—"The word *monstrum* naturally suggests the idea of a woman!" Great sensation in the co-education department!

The Theologues are turning their attention to agriculture. They have turned certain portions of the campus into potato-fields.

Two little yellow-haired waifs were noticed wandering upon the campus, musically crying and sobbing in concert. The last that was seen of them, they were traveling down College Street on either side of the philanthropic and fatherly "Pete."

H. F. Shaw of Minot, a former member of Bates College, has procured about twenty schools for as many students.

A Freshman says his chum "always sits in the *cascade*" when he attends the theater. What won't the Freshmen do next?

There is a certain Junior who thinks of traveling in Ireland after he completes his course. Bob says he should prefer Holland.

Frank L. Blanchard, of the Sophomore class, has delivered his lecture, "How Alcohol Kills," six times during the past four months.

Prof.—"Mr. R——, do you cheat at examinations?" Mr. R.—"Well — well — ahem — I — I sometimes borrow a little information."

There are two subjects upon which we may touch without offending some one—base-ball and the campus—if we touch them lightly.

It is reported that quite a number of Sophomores have formed an attachment for certain young ladies who "watch the flying shuttle."

We are sorry, but the new fence on the base-ball ground will throw a large number of interested preps and yaggers out of employment.

A certain Junior says "del(l)(i)quescent" is the best adjective in the English language. We should judge so by his frequent repetition of it.

Some one has discovered that the college mud-puddle is full of horn-pouts. Here is a good chance for the Preps to use the line and bent pins.

At the public meeting of the Polymnian Society, the Freshmen all appeared with canes. It was interesting to notice the fixed and far-off look of some of the valiant ones. They were unmolested by the dignified Sophs.

The Latin School Nine played the Bowdoin Nine, May 8, upon the grounds of the latter. The game resulted in a score of 42 to 6 in favor of the Bowdoins.

One of the Juniors called another a mollusk. The other, to satisfy his curiosity, looked up the meaning of the word and found that a mollusk is a very *soft* animal.

"Eternity; where shall I spend it, in Heaven or in Hell?" Such is the startling question that appears before the eyes of every one who enters a certain Junior's room.

A well-known Junior, the champion of "unprotected females," drew a dozen silver spoons at Lovering's Grand Lottery Book Sale. This is very suggestive, to say the least.

Junior (to an inquisitive urchin seen on the campus)—"Do you chew?" Urchin (indignantly)—"Not much!" Junior—"Oh, only a little. That's the way we all chew up here!"

Some one is evidently trying to play David on a small scale. Several times the Junior class has been startled by the striking of large pebbles against the windows of their recitation room.

Certain interested ladies wish to know the name of that Senior who was seen hurrying down Main St. toward Riverside, with a light blue shawl over his head. Information will be thankfully received.

A Freshman refused to cut with his class, and, being asked the reason, said he wished "to do right before God and men." It does not seem quite obvious why an honest cut is wrong "before God and men."

A Freshman was recently arrested by an officious member of the Lewiston police for not "moving on." Judge Cornish decided that a person had a right to stand upon the sidewalk, providing he did not obstruct the passage. The Freshman then

entered a complaint against the policeman, who made the matter all right by apologizing.

The two men who were employed to clear up the campus confidently affirm that Bates College is haunted by evil spirits. In no other way can they account for the ignition of their grass heaps and the disappearance of their wheel-barrow right before their eyes.

On May 3, the Senior class took an excursion, accompanied by Prof. Stanley, to the limestone ledge below the Androscoggin Mill. The Prof. furnished an excellent treat, well appreciated by the class. Specimens of limestone, trap, and blue feldspar were obtained.

During the absence of the Mathematical Professor the Freshmen made great progress (?) under Professors Atwater and Barber. Although the class did so finely, yet the Professor ceased to think it was the best class he ever had—probably to transfer the epithet to the next class that enters.

The Senior class, Latin School, presented Mr. Frisbee, of the graduating class in college, who has for some time taught Mathematics in the Preparatory Department, with a complete set of Macaulay's works. The class expressed their highest appreciation of Mr. Frisbee as a gentlemanly teacher.

The Professor was discussing means to prevent cheating at examinations. One student suggested that the examinations be held on the campus; whereupon the Junior "cheeky" man showed his experience and ingenuity by saying "That wouldn't do any good for we could run strings through the grass."

The bell-ringer has received the following instructions: In the morning before prayers, the bell shall be rung at twenty-five minutes of eight. At fifteen minutes before eight it shall commence to toll and continue tolling for four minutes, when a warning will be rung one minute. This enables those who live out of the building to reach the chapel before the exercises have begun.

The Junior botany class at their first recitation thought that the Professor employed rather more "dictionary" words than were necessary to make himself *clear*. The next afternoon the students all appeared with their "Webster's Unabridged," to which they referred whenever the Professor uttered one of his technical terms.

A few days since a Freshman received a call from a classmate who seemed to be in difficulty. "What is the matter?" inquired Freshman No. 2. "I — I — sh — should like to have you show me how to carry my cane," responded No. 1, grasping the aforesaid article tightly with both hands, "I don't believe I have got the hang on't."

The Junior Original Prize Declamation occurs the first Monday of Commencement Week. Twelve parts are to be selected by a committee to form the programme. The prizes will be awarded as follows: To the best oration written and delivered, a prize of $20; to the best written part of those not selected for public delivery, a prize of $10.

The Juniors have just completed their Zoölogy, and have taken the examination. The Professor introduced a *pleasing* and *harmonious* feature in detaining half the class two hours and excusing the other half at the end of the first hour. The effects were tremendous. Brown is said to have turned white, red, and black, and to have swore a terrible oath that sounded like "Marsipobranchii."

The Polymnian Society held their second public meeting of the season at the College Chapel, April 28. Music was furnished by the Polymnian Glee Club, assisted by L. B. Hobbs of Kent's Hill, cornetist, and Harvey Murray, pianist. Several new

features were introduced, which added much to the interest of the exercises. The debates and oration were quite interesting, and seemed to have been carefully prepared. The dialogue showed considerable study, and the simultaneous discussion kept the audience in a roar of laughter. The performances of Messrs. Hobbs and Murray were of a high order and evidently well appreciated. The following is the programme of the evening:

MUSIC.
Song: One Hundred Years Ago—Hays. GLEE CLUB.
PRAYER.
Dialogue: Brutus and Cassius.
W. S. HOYT and O. H. TRACY.
Simultaneous Discussion: Is the Darwinian Theory True?
F. L. BLANCHARD, Aff. E. F. HOLDEN, Neg.
MUSIC.
Cornet Solo: Guillaume Tell—Rossini. L. B. HOBBS.
Debate: Are Democratic Institutions more favorable to Scholarship than are Monarchial?
F. A. TWITCHELL, Aff. C. S. HASKELL, Neg.
MUSIC.
Song: Palm Branches—Faure. F. L. BLANCHARD.
Biography of Roberts. C. S. COOK.
Biography of Cook. H. S. ROBERTS.
Oration. J. H. HEALD.
MUSIC.
Song: Juvallera—Carmen Colligensium. GLEE CLUB.
Paper. A. A. BEANE and MISS E. J. CLARK.
MUSIC.
Cornet Solo: Norma—Clodomir. L. B. HOBBS.

"MAYING."

He stole a kiss; the little miss
Pretended it did grieve her.
"'Twas theft," she said, and tossed her head
Like every such deceiver.

"'Twas theft," I know, he whispered low,
"A greater you have done;
With winning art, you've stole my *heart*,
A *kiss* is all I've won."

With crimson blushes her fair cheek flushes,
As glancing down she said,
"Return my kiss,—for 'twas amiss—
And take my heart instead."

CORRESPONDENCE.

Editors of the Student:

The recent changes in chapel exercises are such as commend themselves to every candid student. Many times has notice been called, through the columns of the STUDENT, to the occasional unseemly disturbances, during devotional exercises. But no changes have before been made, or apparent notice been taken of the fact, and many students have unconsciously been led to disregard the sacred character of the exercises. The present change, however, is not enough to accomplish the full result aimed at. Let a change be made in the monitorial system, so that a Professor shall sit with each class, and act himself as monitor for his class, and the end will be attained. When a student knows that any disturbance on his part will come directly under the notice of his monitor, and this monitor is one having authority to take cognizance of such things, he will endeavor to restrain himself, and assume, at least, an outward reverence. This change in the monitorial system is one that has been adopted at other colleges with good results.

There is no hostility between the Faculty and students that should promote any disturbances in the chapel, and if the change commenced be thorough, the Faculty will find more students than those who attend prayer-meetings will be ready to stay up their hands. STUDENT.

Editors of the Student:

The monthly visit of the STUDENT is a welcome one, for it not only brings us something new and entertaining concerning Bates, but serves to recall many pleasant memories of the four years spent there, and though the names of the students we read therein are unfamiliar to us, still we seem to have an interest in common with them, for we know that they are occupying the same places, treading the same paths, pursuing the same studies, and filled with the same ambitious hopes as those who were fellow-students with us. It is natural, aye well, to cherish a deep interest in our *Alma Mater*, and in those things of vital importance to her.

Though it is little more than twelve

years since the first graduates left Bates, and their numbers are few compared with those of older colleges, yet her sons are found scattered, here and there, all the way from the Atlantic shore to the Pacific slope; from the cold borders of the North to fair Florida in the South. Many of them have already attained a good degree of success, and some of them have very flattering prospects for the future.

Thinking, perhaps, that the Alumni and friends of Bates might like to know how some of the "boys" in the State are "geting along in the world," we have made a few jottings concerning the whereabouts and doings of those of whom we have present knowledge.

Rev. A. H. Heath, class '67, is pastor of the North Congregational church, New Bedford. We clip the following from a recent number of *Williams' Lecture Bureau Magazine*, Boston: "Rev. Mr. Heath is one of the most successful clergymen of New England, has had all the education which the best institutions of the country could give, is a man of fine presence, and is an excellent platform speaker." Rev. G. S. Ricker, of '67, is one of Lowell's most successful pastors. O. C. Wendell, '68, is Professor in Cambridge Observatory. C. G. Emery, '68, and W. E. C. Rich, '70, are teachers in South Boston Grammar School and rank high as teachers. W. H. Bolster, '68, is pastor of the Congregational church at Everett. C. A. Mooers, M.D., '69, has a large and lucrative practice in Lawrence. Maria W. Mitchell, '69, recently Professor in Vassar College, has opened a school in Boston, for young ladies. It is highly spoken of by those who give it their patronage. A. L. Houghton, '70, continues very successful in his pastorate at Lawrence. His health, which has been rather poor, has been much improved by a trip to Europe. J. N. Ham, '71, is Principal of Peabody High School, and is eminently successful. George E. Smith, '73, succeeded to the business of the late Horace R. Cheney, Boston, and is very favorably known at the Suffolk Bar. F. Hutchinson, of the same class, is attorney for Farnsworth & Conant, Boston, and is having marked success. A. J. Eastman, '74, is an earnest and faithful pastor of a church at Farnumsville. F. T. Crommett, of '74, graduated at the Boston University Law School, last year, and has been recently admitted to the Suffolk Bar. Mr. Crommett is thoroughly fitted for his profession, and has excellent prospects ahead. His office is at 194 Washington St., Boston. Frank L. Washburn and George Oak, '75, are with Fox & McDavitt, General Butler's office, Pemberton Square, Boston, and are very prosperous in their practice. L. F. Evans, of the same class, was admitted to the bar last June, and is in the offce of the City Solicitor, Salem. L. M. Palmer, also of '74, and recently Principal of Hopkinton Academy, is attending the Medical School at Harvard College. Four of '76 are in this State; E. C. Adams is Principal of Beverly High School, and is a very successful and popular teacher. This is his second year there. Edward Whitney, recently Principal of Merrimacport Grammar School, is now in the office of the *Haverhill Daily Gazette*; and B. H. Young graduated from the Boston University Medical School last month, and while attending the lectures there, practiced in Rowley, not far from Boston. He now thinks of locating either at Rochester or Great Falls, N. H. O. B. Clason, '77, has charge of the Hopkinton Academy, and his worthy efforts in behalf of the students of that institution are appreciated by scholars and people of that place. It is likely there are other Bates "boys" in the State of whom we have no knowledge.

It may not be out of place to state here that H. W. Chandler, '74, one of the pioneer editors of the STUDENT, is now editor

of the *Oscala Republican*, Oscala, Fla., and that he is mentioned as a probable candidate for State Senator, from Marion County.

The STUDENT, always good, is better than ever. Typographically, *par excellence*, bright and sparkling with vigorous thoughts, it deserves, if it has not already gained it, the hearty support of every son and *daughter* of Bates. L. H. H.

Haverhill, Mass, April 10, 1880.

Editors of the Student:

The editorial in the last STUDENT upon Examinations, should be the commencement of a thorough reform at Bates. A full and fair discussion of this subject by the Faculty and students would be the surest way of awakening a healthy sentiment in regard to the present situation.

Examinations are, perhaps, a necessary evil, but too much stress should not be laid upon them by the Faculty. The ticket advancing a student from class to class had better not depend upon the number of test questions answered in an examination, but upon the rank obtained from the daily recitations,—the Professor at the same time assuring himself that the student makes an honest recitation. This would guarantee good work on the part of the student, and would not give those possessing good memories, or the ability to cram or cheat, an undue advantage over those less gifted. The number of students at Bates is not so large but that the Professors can readily inform themselves in regard to the effort put forth by each. This effort and the difference in mental ability should receive some consideration.

Right here the advantage of elective studies might be mentioned. By a judicious selection, many a student who now feels that he is doing poor work, could so correct this that he would obtain a far more satisfactory result from the time devoted to a study.

Take mathematics as an example. To many students the study is distasteful, but they are still compelled to take a certain amount, and then the Faculty (not the student) elect who shall continue the study and who shall not. As all the honors are awarded according to the rank obtained, many who either dislike the study or who prefer to give their attention to other pursuits,are compelled either to throw aside all hope of obtaining any honors, or to devote an improportionate amount of time to the study, or to resort to dishonorable means, to obtain the requisite rank. Too often the last course is pursued, as the Professor seldom endeavors to find out whether the recitation is an honest one, or aided by careful "cribs," and the moral standing of the student is injured that the Professor may conform to the rule adopted. Under such circumstances, if rank is the one thing needful, would it not be better to consider somewhat the natural ability and inclinations of the student, than to indirectly aid in lowering his moral standing? The years spent in college are the formative years of a person's life, and it would be far better to graduate with a high moral standing, than a high mental one obtained by dishonorable means. Less regard for rank, according to the present system, and more attention as to whether the student is doing his level best will accomplish this.

A SUBSCRIBER.

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.]

'70.—Rev. A. L. Houghton, pastor of the F. B. Church in Lawrence, Mass., who has been spending a few weeks in Connecticut and New York, returned to his pulpit the first Sabbath in May, but not for continued labor. Last Sunday he read his resignation, to take effect June 1st.

'73.—A. C. Libby, of '73, and C. S. Libby, of '76, are in business in Leadville.

'74.—A. O. Moulton has charge of the farm at his old homestead in Parsonsfield, Me.

'74.—F. B. Stanford has been in town. His health is greatly improved.

'76.—A. L. Morey has recently settled over the Free Baptist Church of Gray.

'76.—F. E. Emrich preached at Lisbon, Sunday, May 16th. In the afternoon he preached to the Germans of that place, in their native language.

'78.—F. D. George is to supply one of our neighboring pulpits for six months.

'78.—M. F. Daggett is Principal of a school on Cape Cod Peninsular, Mass.

'79.—R. F. Johonnett is studying law in the office of Hutchinson & Savage of this city.

'79.—C. M. Sargent is Principal of a Grammar School at Concord, N. H.

EXCHANGES.

The postal which the *Dartmouth* makes the subject of its only editorial in the last issue was written by a member of the STUDENT Editorial Board, and by the writer of this column. For the reason of writing the card, we refer the *Dartmouth* to an editorial in our April number. We felt that one of our questions might be considered objectionable, addressed to members of other colleges, but in sending them to many of our exchanges, as we did, we trusted to the fraternal feeling and gentlemanly spirit of their editors, and in no case were we mistaken except in the case of the *Dartmouth*. By all others to whom they were addressed the questions were answered with frankness and courtesy. We do not object to the *Dartmouth's* publishing the card, if it liked, although the making public a communication intended by the writer to be private is certainly a very mean and contemptible thing; but we do object to the spirit in which the answer is written. These are the reasons which are given for publishing the card: First, "on account of the depravity which it shows in the heart of the writer;" second, "in order that we may indicate to the world that we are heartily in sympathy with his wish." They need no comment. We acknowledge the vagueness in our second question, friend D——, which was owing to the limited area of a postal, but we submit that you have surpassed it in a dozen instances in your answer. A very high opinion of the wisdom of the *Dartmouth* man must have gone abroad, we think, that he is so persecuted with questions "grave or gay, sublime or ridiculous." But, *Dartmouth*, weren't you rather encouraging those senders of cards, about which you complain, in this, "*The Dartmouth* is always happy to furnish information on any subject with which it is acquainted." That is certainly cheering to those who are familiar with the limit of your acquaintance, but not so to us, who, in our first experiment, have hit upon precisely that matter upon which you are "not well posted." Why, friend *Dartmouth*, do you regard this innocent bit of pasteboard with such an air of superhuman suspicion? Is that a trait inherited from your "Indian predecessors?" In conclusion we recommend you to take a few lessons in common courtesy, together with an easy course in Bain's Rhetoric.

We acknowledge the receipt of No. 5, Vol. I., of the "Humboldt Library," published by J. Fitzgerald & Co., Broadway, New York. This number contains Herbert Spencer's "Education; Intellectual, Moral, and Physical." It is intended to issue two numbers of this Library per month. It will comprise expositions of science by the foremost writers of the time.

OTHER COLLEGES.

Columbia College has abolished the marking system.

The Ithaca magistrates have fined a Cornell man $15 for blowing a horn.

Voting returns from 41 colleges, giving 7855, votes show for Blaine 2274, Grant 1477, Sherman 1080, Edmunds 302, and Tilden 318.

The Yale catalogue for 1879-80 shows that the students number 1,003. The list of Faculty and instructors includes one hundred names.

Hamilton Seniors are allowed voluntary attendance at prayers this year, as an experiment, and the result is an average attendance of three.

Wellesley is in a ferment of indignation. Two girls have been suspended six weeks for *whispering* in chapel while President Chadbourne was preaching.

The various libraries of Harvard contain 247,420 bound volumes, in addition to 186,800 unbound volumes of pamphlets. Of this number 50,000 were in actual use during last year.

CLIPPINGS.

One of the Seniors of the Columbia Law School has been named "Necessity." They say he "knows no law."

Professor (to student in natural history)—"Mention six animals of the frigid zone." Student (eagerly)—"Three polar bears and three seals."—*Ex.*

First Junior—"I say, Bill, where is the Latin lesson?" Second Junior—"On page 304 of the horse; don't know where it is in the other book."—*Ex.*

Miss H. (who has chosen medicine as a profession) to Professor, who has given the class an ox's heart to dissect—"Oh! Professor, can't we have forks to handle it with?"—*Vassar Miscellany.*

"How shall we stop the strikes?" asks a New England paper. Well, with your right generally, and keep your left well up in front of you. When you can't stop a heavy one it is allowable to dodge it. But if you really don't know how to stop them, keep out of the ring.—*Hawkeye.*

Prof. (in veterinary science)—"Mr. S., to what class of animals does the horse belong?" Mr. S.—"I think, Professor, it belongs to the Sophomore class."—*Era.*

Prof. (in M. P.)—"Mr. ——, what end does a mother have in view when she punishes her child?" Mr. —— turns red and with a look of defiance sits down.

Why is a lame dog like a sheet of blotting paper? Because a lame dog is a slow pup, and a slope up is an inclined plain, and an ink-lined plane is a sheet of blotting paper.—*Yale Courant.*

RE-MARKABLE TALK FROM TRUTHFUL JAMES.

Now I wish it re-marked,
And my language is plain,
That for ways that are dark,
And for tricks that are vain,
Our Mater's marking is peculiar,
Which same I would rise to explain.

It was near June the third,
And great were our sighs,
Since it must be inferred
That the Faculty wise,
Always play, at that time, upon students
A game which we students despise.

When we had final ex.,
Then Ah Sin took a hand—
He knew nothing; e'en the text
He did not understand;
But he smiled, as he sat alongside me,
With a smile that was childlike and bland.

Yet no cribs had he stocked,
Which the tutors might seize,
But my feelings were shocked
At Ah Sin's seeming ease;
For he said, "I will copy, *verbatim*,
Your paper, friend James, if you please."

Now, the points that were played
By Ah Sin, secretly,
And the stops that he made
Were quite painful to see,
While he cribbed his paper entirely,
As the same he had first asked of me.

When the marks were displayed
And exposed to our view,
At the issues there made
Great amazement we knew,
For my mark was much lower than Ah Sin's;
Which same was, by right, quite untrue.

Now, I wish it re-marked,
And my language is strong,
For its ways they are dark,
And results they are wrong;
That our Mater's marking is fictious—
To which fact abolition belongs.

—*Acta Columbia.*

BATES COLLEGE.

FACULTY OF INSTRUCTION AND GOVERNMENT.

REV. OREN B. CHENEY, D.D.,
President.

REV. JOHN FULLONTON, D.D.,
Prof. of Ecclesiastical History and Pastoral Theology.

JONATHAN Y. STANTON, A.M.,
Professor of Greek and Latin Languages.

REV. BENJAMIN F. HAYES, D.D.,
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RICHARD C. STANLEY, A.M.,
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THOMAS L. ANGELL, A.M.,
Professor of Modern Languages.

REV. JAMES ALBERT HOWE, D.D.,
Professor of Systematic Theology and Homiletics.

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

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

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

THOMAS H. STACY, A.B.,
Tutor in Elocution.

CLASSICAL DEPARTMENT.

TERMS OF ADMISSION.

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 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.....JULY 1, 1880.

For Catalogue or other information, address

OREN B. CHENEY, PRESIDENT, *Lewiston, Me.*