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BATES STUDENT.

VOL. VII. No. 7.

SEPTEMBER, 1879.

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THE BATES STUDENT.

VOL. VII.

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No. 7.

THE COLLEGE LIBRARY, AND HOW TO USE IT.

AFTER what has been said by such men as Emerson, Carlyle, Lamb, Bacon, and others, any advice about reading may seem superfluous; but from my own experience and observation, while at college, the absence of all method and rules to guide the student in his use of the library, entails serious loss.

The present age with its millions of books, its thousands of papers and periodicals, renders necessary the utmost economy in both the selection and reading of authors.

The hero of "Gil Blass" bleeds and physics his way into a large medical practice in a few weeks' time. Such sublime audacity would put "Don Quixote" to the blush; yet such cases are not common; as a general rule *hard work* is the price paid for success.

Self-evident as this may appear, it is seldom acted upon in reading. That most difficult of all arts, the

art of reading, is supposed to be acquired without instruction and without study. How many students read by rote. Some one has told them to read a certain book; or perhaps it is a *rara avis*, "such as no gentleman's library should be without." The student wades laboriously through Hume, Gibbon, and Rollins, not omitting the most trifling note, and as a result of his most painful study, he carries away a few of the mere husks of knowledge. Instead of disciplining and enriching his mind, it is a wonder if he has not lost all taste or faculty for investigation. The process has actually made him stupid. Fortunately nature prevents an entire waste of energy by "shutting off the steam and putting on all the breaks."

How many a student of Blackstone sits down to his work with the best intention, delighted with the first few lectures that discuss gen-

eral principles; he completes the work, the remainder of which treats of the dryest technicalities of English Common Law, to discover, at last, that what he has been reading so assiduously is pure history. In the same manner many a student reads Mill, Spencer, or Hume before he has learned the first principles of mental science. The speculations of these philosophers often act as an opiate upon the student,—they first intoxicate and then stupefy the mind, and, equally with fiction, cause what Sir William Hamilton describes as “the prevailing pestilence of slovenly, desultory, effeminate reading.” In history, literature, or philosophy one should “first look at a book before he reads it.”

“To read a book well is to fight a battle and to win it.” The “Napoleons of literature,”—the Johnsons, the Burkes, the Emersons, the Carlyles understand this,—they fall like lightning upon their prey, and devour, at a single swoop, what has cost the author the labor of years.

Acuteness, comprehensiveness, and concentration are faculties indispensable to successful reading. Thierry, the great French historian, says that in examining manuscripts, in order to find a word or phrase, it was sometimes necessary for him to read thousands of pages, but that by constant practice he came to discover what he wanted as if by intuition. To read all the words of a book in order to know what is in it, is the

very acme of stupidity and dullness.

The two main objects of reading, to the student, are the acquisition of knowledge and a preparation for English Composition. Of these the latter is by far the more important. Let it be as real a subject of investigation to the student, “as if upon his verdict hung the fate of an empire.” Let him heed the words of Dr. Johnson, who says, “that the thorough conscientious study of any masterpiece of literature, would make a man a dangerous antagonist.” If he imagines that the facts, ideas, and sentiments that he has ground up between the upper and nether millstone of his brain avail him anything, he is a poor contemptible pedant,—or, in other words, a puppy. Has he grown intellectual *bone and muscle*? if so he has read to some purpose.

Above all the student should be careful not to feed too largely on the condensed milk of literature,—the manuals, primers, etc.,—which are fit only for a *polypus*, an intellectual epicure, an animal that is all stomach and no brains.

In applying the Baconian rule, that “some books are to be tasted, others to be swallowed, and some few to be chewed and digested,”—the student needs constant supervision. What is most needed is what Emerson calls “a Prof. of books,” or as Carlyle has it, “a Prof. of things in general;” but in the

absence of such a "literary exchange," the librarian and the several teachers might render great assistance.

The Prof. who would most effectually encourage reading in his department, should give such directions as are needed,—both individually and to classes. He should feel that he is in some degree responsible for the work done.

What the student wants is not a list of works to be read or consulted—this would rob him of half the benefit of inquiry—but rather to be shown how to find them for himself.

Notwithstanding the advice of Sidney Smith to "*remember Noah and the Ark and be brief*," it is hardly wise for most people to attempt to become great metaphysicians, historians, or scientists in a week; one is quite apt to lose heart at the end of the third day, and curse himself as a fool,—if nothing worse.

The student should always keep his copy book with the motto "perseverance overcomes all obstacles," always at hand and swear by it at least ten times a day, omitting Sunday. In this manner by reading "twelve pages of history a day, or three thousand seven hundred pages a year, at the end of four years he would have read forty-eight volumes of three hundred pages each." He would be master of the philosophy of history, and would be prepared to pursue the subject in after years with all the facility and thorough-

ness of a specialist, besides having the satisfaction of *knowing something*,—a very rare accomplishment indeed,—in this superficial age; its possessor must needs be a man of ideas, quite worthy the search of some modern Diogenes, and he would tower head and shoulders above the magnificent ephemera of a hemisphere.

Formerly a few stalwart critics like Jeffrey or Macaulay would mow down the fungus shoots of literature, while no work that had not first *received their favorable judgment found favor with the public*. To-day the whole army of critics and reviewers can scarcely keep down the rank and poisonous weeds of contentiousness that spring up in their own gardens, while every literary venture is left to sink or swim, as fortune or its own merits may determine.

For reasons such as the above, the intelligent study of literature requires, first of all, a knowledge of authors. This can be acquired only by the use of dictionaries and encyclopedias. Having first learned who the author was, and the judgment passed upon him and his works by the literary world, you are prepared to read him understandingly and with profit.

Before reading a book one should, after the manner of Daniel Webster and others, ask himself what questions he expects to have answered by it. Finally, to read wisely, one

must have a heart—a heart large enough to embrace the hopes, the ambitions, and ideals of men and nations; for literature is simply the spirit of humanity clothed in the garments of thought; and if, as

Voltaire says, “books rule the world,” it is because they embody the Christian ideal of brotherly love, which is also the ideal of the human race.
J. A. CHASE.

JOHN BROWN.

EVERY age and every country has its heroes of liberty. The name of the one I am about to present is fresh in the memory of all. There is something wonderful in the name of John Brown. After spending the first thirty-nine years of his life in farming and ordinary business affairs, we find him suddenly standing forth as a hero of liberty. When he had avowed himself an eternal enemy to slavery, his perpetual cry was liberty to the slave. Soon after making this declaration he shouldered his musket and started for “bleeding Kansas,” where he already had several sons engaged in the noble work of destroying the hundred-headed monster of American slavery. From the first he was the recognized champion of freedom, but after the fight at Ossawatimie (from which his enemies gave him the title of Ossawatimie Brown) his very name became a terror to the border ruffians.

John Brown, by his movements in Kansas, although at his arrival it was controlled by the minions of

slavery, drove them out and made it forever a free State. Then he was only spying out the land that was to be the land of promise to the slaves who should be liberated when the small seed of freedom, which he planted there, should grow into the gigantic tree of liberty for all.

On the 17th day of October, 1859, our hero struck a blow which, though premature and resulting in his own destruction, did more toward overthrowing slavery than a thousand books written upon the subject. This blow, though struck in a small town in the Old Dominion, smote a chord that encircled the whole earth, and in response to which the notes of liberty are still echoing to those in bonds.

John Brown, by his zeal for the oppressed, obtained the titles of fanatic, traitor, and lunatic. His fanaticism consisted in his eternal hatred of the institution of human slavery, and his sorrow and love for the down-trodden and oppressed. He was a traitor because he dared to beard the lion of human oppres-

sion in his den. He was a lunatic in this, that he dared, with his giant enthusiasm for humanity and the opposition of every class, to hold up the single idea of brotherly love taught by Jesus Christ. Had he been successful his titles would have been vastly different; he would have been hailed the greatest benefactor of mankind; he would be considered greater than Washington or Lincoln had they been defeated as he was. Victor Hugo says, "We, who worship heroes and martyrs, must consider John Brown greater than Washington." Should we look over the pages of our history from the time when the Pilgrims landed, we should find no name more worthy to be classed among the heroes of America. Thereau says of him, that he is one of three or four who have died this century, because he is one of that number who have lived; he says that most men whom the world calls great, are, when compared with the life of John Brown, like clocks, they only run down. Think of him, says Thereau, of his rare qualities, such a man as it takes ages to make and ages to understand—no mock hero,

nor representative of any party. A man such as the sun may not rise upon again in this land.

If hero worshipers, after seeing him leading six sons through his long campaign in Kansas, and again in the gun house at Harper's Ferry with one son dead by his side, and another dying, he feeling his pulse with one hand and with the other holding his rifle,—if they cannot see that he is a hero, then must they forever pale their ineffectual fires.

Wendell Phillips calls him the ripe fruit of our noon-day sun, an appellation suitable for no other American. But why go on. I would give Leonadas for the hero of the Greeks, Joan of Arc for the French, Gustavus Adolphus for protestantism, but for the Africo-American I would raise the name of John Brown as the only man that dared to strike the rock, for the saving of the people, until liberty gushed forth for all, then went to his reward, leaving a name for courage and beneficence where all men may behold it and all time shall not efface it.

T. J. B.

LORD BYRON.

LORD BYRON was a man for whom nature and fortune had done much. Possessing a versatile genius, a fertile imagination, and great originality, poesy was as natural to him as breathing. Everything that wealth and rank could procure were his. He lived in an age in which literary men were held in high esteem. His efforts were appreciated beyond the lot of most writers. He reached a height to which few men attain. Yet, with all his wealth, genius, and honor, no one who has read his life and writings will say that he was a happy man. Although he gained renown, no one will say that his life was a success; no one, who makes any pretensions to morality, will say the world is better for his having lived in it.

The question naturally arises, Why should a career so brilliant in its opportunities issue only in wretchedness and disgrace? Outward circumstances being thus favorable, the cause of his failure must be sought within himself.

Considered in regard to his genius, Lord Byron was a great man. He was born a poet. More than any other poet of his time, he had at command the language of feeling and sublimity. He was complete master of the passions. Thus his works were of the class that finds

many readers. His easy, pleasing manner completely fascinated all who came within his influence. Bold and spirited in satire, he repelled all opponents, or repelled them into silence. But if even his enemies admit Byron's rare genius, his friends must admit that he had the amplest scope in its exercise.

Many poets have been compelled by circumstances to pander to public opinion, but he was in a condition where he could write to please himself. And had his independence been of the right stamp, it would have been noble to contemplate. With these advantages he might have made himself second to no man in England. But he died a self-appointed exile. He might have won the esteem of all the English-speaking world. But more than one-half of his writings instead of increasing his reputation, detracts from it. He might have acquired a fame that should live as long as English history. But to-day he is remembered more for his vices than his virtues.

The question again presents itself. What hindered Lord Byron, endowed with the rarest gifts of fortune and of genius, unrestricted in the exercise of his commanding powers, from winning the place in the world's esteem to which he seemed so manifestly destined?

The qualities that made him a

great poet seemed to unfit him for bearing the burdens it imposed. He was extremely sensitive. He could not bear criticism. But it is impossible for any one to place himself before the public without becoming the object of criticism. Envy is the price of being eminent. If he had any aim in life, it was to gain renown. Such was his career that his every act and sentiment were open to public gaze. Investing his writings with all the blandishments of vice, he made their moral tendency such that every man interested in having a pure literature, felt bound to remonstrate. But his sensitive and supercilious nature could brook no opposition. He wished for glory but was unwilling to pay the price. He blamed the world for his own weakness. His hatred and jealousy deepened into misanthropy, rendering gloomy his whole life. But his positive vices are not his worst in influence.

A man may make no pretensions to morality himself, yet if he recognizes and admires virtue in others his life has one great redeeming feature, and there is prospect of his becoming better. But the man who denies the existence of virtue, places beyond his reach the possibility of a reform. A man may pursue a wrong course from habit, carelessness, or ignorance, and yet at heart not be a depraved man, but when he says there is no right way, he is afloat. This, we think the case with

Lord Byron. If any one ever drifted through the world he is the man. We find nothing consistent in his acts and writings. Although eager for glory, we as often find him despising the opinion of his fellow-men as anxious for their esteem. Although living for pleasure, we oftenest find him pursuing a course that can bring nothing but grief and pain. Although glorying publicly in his iniquities, we find him exceedingly tenacious of reputation. One moment we see him raising a mortal to the skies, the next hurling an angel down. Those who wish to make him out a pure-minded, virtuous man, can find the material in his writings. Those who think him a lecherous, profane ribald, can as easily prove their point. We find in Lord Byron's works an entire want of unison, the direct result of a lack in his life of a fixed purpose.

Lord Byron has, it is true, many apologists, and not a few defenders. They say he inherited a bad temper. But did he not indulge that temper instead of restraining it? They say he was a man of strong passion. But did he not feed its fires, rather than subdue them? They say his life was soured and embittered by domestic difficulty. But was not his own course of action the direct cause of the difficulty? They say the severity with which he was criticised made him gloomy and sensitive. But all authors were criticised

more or less, as their works deserved; why should he be exempt?

There can be no consistent defense of Lord Byron's conduct. He knew the right, yet chose the wrong. If passions ruled him, it was because he indulged rather than restrained them. If his conduct was criticised, in his thoughtful moments he could not but feel the justice of criticism. It may be truly said that he was the cause of his own unhappiness. He thought pleasure the only thing worth living for, yet he seemed to really enjoy misery more.* He seemed to invite rather than repel wretchedness and gloom.

To one who reads the life and writings of Lord Byron, there will

be a doubt whether to pity or condemn him. He seems to deserve both. When a man of his brilliant talents carelessly trifles away his time and energy to no purpose, he certainly deserves censure. Yet, if Byron lacked the force of character and strength of purpose to live up to his opportunities, he is certainly to be pitied.

Whatever may be our feelings toward him, we cannot but conclude that his great genius was rendered of no avail, his whole life's happiness blasted, his fame forever sullied by the lack of settled principles, and the want of an adequate purpose.

N.

THE BATES STUDENT.

EDITORS.

W. H. JUDKINS, J. H. HEALD, F. L. HAYES, J. F. PARSONS, M. T. NEWTON.

BUSINESS MANAGER: H. L. MERRILL.

EDITORS' PORTFOLIO.

NOTES.

IT will not be our purpose to make in the present number of the STUDENT a very lengthy report of Commencement Exercises. Neither shall we attempt acute criticism, for an account of the exercises are now published not for news, but for reference.

Baccalaureate Exercises took place at Main St. Free Baptist Church, on Sunday, June 22d, with the following programme:

1. Voluntary by the choir.
2. Invocation by Prof. Stanley.
3. Hymn by the choir.
4. Reading of Scriptures by Prof. Angell.
5. Prayer by Prof. Howe.
6. Hymn, sung by choir and congregation.
7. Sermon by Prof. Hayes.
8. Class Ode by A. E Tuttle.
9. Benediction.

Prof. Hayes chose as his text, John iv. 22: "Ye worship ye know not what: we know what we worship; for salvation is of the Jews." The speaker began with the assertion that worship is no exceptional act or sentiment; that it is provided for in human nature as distinctly

as the love that unites the family circle. He then, at some length, refuted the cry of that Philosophy which asserts that all knowledge of a personal being to be worshiped is impossible. There are three sources of knowledge respecting the object of worship; nature, man, and God revealed in man. The sermon was throughout an argument against materialistic theology. It was listened to by a large and attentive audience, and was pronounced a very able and scholarly effort. In conclusion he made an excellent address to the graduating class, thanking them for their gentlemanly bearing and deportment, and pressing upon them the lessons brought out in his sermon.

We subjoin Mr. Tuttle's ode:

Heavenly Shepherd, guide our band,
Ever heed and guard our way:
Keep us ever by thy hand,
Let no foe our hearts dismay.

Keep us as in years now past,
Let our love forever last,
And no shadow o'er us cast
The gloom that bodes a coming blast.

For rich blessings we've received,
Lord we praise Thee evermore.
As these much-loved scenes we leave
Still keep grace for us in store.

When our days are numbered here,
And we all draw near the end,
Heavenly Father keep us near,
Class of seventy-nine defend.

Sunday evening Prof. Fullonton gave a discourse before the Theological School, at Main St. Free Baptist Church. Text, Job xxii. 13: "And thou sayest how doth God know? Can he judge through the dark cloud?" A good audience was in attendance to listen to the excellent address.

On Monday evening, June 23d, the Junior Exhibition occurred at Main St. Church. A large and appreciative audience was in attendance. The parts were of a high order of merit, intellectually and oratorically creditable to the class. Prof. Hayes presided. Prayer was offered by Rev. John Lowdon of Halifax, N. S. The following is the order of exercises:

MUSIC.

PRAYER.

MUSIC.

1. Extravagance of American Life.
*Albert Abner Beane.
2. Benjamin Disraeli.
James Franklin Parsons.
3. Venice and Modern Civilization.
Harry Leonard Merrill.
4. Industrial Education.
Charles Hill Deshon.
5. Daniel Webster.
Roswell Chase Gilbert.
6. Being Better than Having.
Josiah H. Heald.
7. The remedies for Communism.
Clark Barker Rankin.

MUSIC.

8. Universal Suffrage a Failure.
Francis Little Hayes.
9. Duty of Educated Men toward the Laboring Classes.
Oren Cheney Tarbox.
10. Frederick the Great.
Wilbur Henry Judkins.

MUSIC.

* Excused.

The tenth anniversary of the Theological School was observed at Main St. Church, Tuesday afternoon, with the following programme:

MUSIC.

PRAYER.

MUSIC.

1. The Effect of a Decline of Religion on Morals.
Newell Augustus Avery, Prospect.
2. War as Related to Christianity.
Gideon Albert Burgess, Providence, R. I.
3. The Direct Cognition of God.
Robert David Frost, Lewiston.
4. Christian Faith and Successful Life.
Frank David George, Augusta.
5. Christianity and Mohammedanism.
* Charles Luther Pinkham, Farmington, N. H.
6. Conscience, Its Nature and Office.
* Ashmun Thompson Salley, Madison.
7. Pulpit Oratory.
* Thomas Hobbs Stacy, North Berwick.

MUSIC.

BENEDICTION.

* Graduates.

Did space permit, we should be glad to review each of the able articles presented. They were rich in thought and clothed in dignified and scholarly language.

Mr. Pinkham briefly sketched Mahomet's life, and forcibly contrasted it with the life of Christ.

Mr. Salley presented a part of unusual merit, distinguished by depth of thought and clearness of argument, maintaining that a consciousness of intention existed in all rational beings, and finding an exact analogy to conscience in the esthetical sense.

Mr. Stacy beautifully compared the voice of the unseen caller of Samuel, to the voice of God behind the preacher. The preacher is the ambassador of God. The voice is

the instrument of the preacher's professional usefulness. His theme was marked by simplicity and beauty of language, and was delivered with great accuracy of enunciation and gracefulness of gesture.

Immediately after the exercises of the Theological School, a business meeting of the Alumni was held. The following officers were elected: President, Prof. J. Fullonton; Vice President, Rev. J. Mariner; Historian and Treasurer, Prof. J. A. Howe; Secretary, Rev. C. F. Penney of Augusta; Executive Committee, Prof. B. F. Hayes, Rev. J. S. Burgess, and Rev. Levi Brackett.

A business meeting of the College Alumni was also held Tuesday afternoon. Vice President Henry W. Oakes presided. The Committee on Nominations reported the following list of officers, who were elected: President, Josiah Chase, Jr., '70, of Portland; Vice President, Geo. W. Flint, '71; Secretary and Treasurer, N. W. Harris, '73, of Lewiston; Executive Committee, F. W. Baldwin, '72, James Nash, '75, C. S. Libby, '76, all of Lewiston; Orator, G. C. Chase, '68, of Lewiston; Substitute, J. H. Baker, '73, of Denver, Colorado; Poet, Carrie M. Warner, '77, of Bristol, Conn; Substitute, Jennie R. North, '77, of Bristol, Conn. Also resolutions were adopted upon the death of the late Alanson P. Merrill and the late Martin A. Way.

Tuesday evening the concert occurred at City Hall. The following

talent appeared on the programme: Miss Henrietta Beebe, soprano; Miss Anna Drasdil, contralto; Tom Karl, tenor; M. W. Whitney, basso; S. L. Studley, accompanist. The Mendelssohn Quintette Club and Shuebruk, the German Cornet Soloist, gave the instrumental portion of the programme. It may be said that, musically, the concert was highly successful. Mr. Whitney was the favorite, but every artist was greeted with enthusiastic applause. The talent was probably the best to be secured in America. But, financially, the concert was a failure. A combination of adverse circumstances seemed to be at work. We regret that the concert cost the class so much, that it was not better appreciated and patronized. We see in this, however, no excuse for the fifty per cent. reduction in the price of tickets. As fair a contract respecting the price of tickets was made with the public as could be made. Everybody understood it. Everybody who bought tickets before the reduction felt that they had been cheated; and we cannot honestly see why they had not a right to feel so. So far as it will injure the sale of future tickets it is unjust toward all future classes. Because it might pay (which it did not) was no reasonable excuse. We have yet to hear of one.

The annual meeting of the Boards of Fellows and Overseers was held at Hathorn Hall, Wednesday A.M.

The reports of President Cheney, and Acting President Hayes, and of the Treasurer, and the several Professors were presented and accepted. The President reported the floating debt \$86,000; recommended that an appeal be made to the friends of the College for help. He subscribed \$1,000. The President recommended that the \$10,000 to be raised by the Alumni be set apart as the nucleus of a fund to endow the Chair of the President. The Librarian, Prof. Stanton, reported 119 additions to the Library during the year, making the present number 5,517.

Wednesday P.M., the anniversary exercises of the Alumni Association were held. Vice President Henry W. Oakes presided. Prayer was offered by Rev. Mr. Morey of Gomic, N. H. An organ voluntary was played by Miss Sumner. F. B. Stanford, the poet, was not present. The Orator, Rev. C. A. Bickford, of Farmington, N. H., took for his theme, "Protestantism vs. Romanism." It was pronounced an able and eloquent oration. No extract we could make would do it justice.

On Wednesday evening occurred the oration before the Literary Societies of the College. It was delivered by Col. Higginson, who took as his subject "The Birth of American Literature." The lecture was, of course, too long to allow us to make any extract that would adequately express its depth of thought

and wealth of wit and illustration. The thought therein conveyed is worthy of more than passing notice. Every scholar ought to study it and make it his own. The view presented of the rise and present condition of our literature, is the most concise, scholarly view we have ever seen. A fair audience was in attendance.

Commencement Day, Thursday, dawned auspiciously. The procession formed on the Campus at 9.30, and marched through College St. to Elm, Elm to Main, Main to Lisbon, Lisbon to Pine, and Pine to City Hall. The exercises at the Hall began at 10 o'clock. Acting President Hayes presided. The following was the order of exercises:

PRAYER.

MUSIC.

1. Oratio Salutatoria. (Latina.)
Rodney Fuller Johonnett, Pittsfield.
2. Thesis—The Future of Labor.
Willard Ernest Lane, Monmouth.
3. Thesis—Modern Journalism.
* Frank Nelson Kincaid, North Cornville.
4. Thesis—The Strength of our Republic in the People.
Frank Leonard Buker, Litchfield.
5. Disquisitio—The Importance of the Conservative Element in America.
* Lewis Melville Perkins, Mechanic Falls.

MUSIC.

6. Disquisitio—Co-operation.
Elisha Atwood McCollister, Canton.
 7. Thesis—Earth's Battle Fields.
Thurston Merrill Lombard, Auburn.
 8. Disquisitio—The Art of Thinking.
Frank Pierce Otis, West Garland.
 9. Oratio—Our Free High School System.
* Melville Clarence Smart, Maxfield.
- MUSIC.
10. Thesis—John Brown.
Thomas James Bollin, Lexington, Va.
 11. Thesis—Liberty and Government.
Allison Eugene Tuttle, Farmington, N. H.
 12. Thesis—William Lloyd Garrison.
Fletcher Howard, Leeds Centre.

13. Oratio—The Demand for Exact Scholarship.

Walter Eugene Ranger, Wilton.

MUSIC.

14. Disquisitio—Should a Student Choose his Profession before Entering College?

* Charles Morris Sargent, Sutton, Vt.

15. Oratio—Bayard Taylor.

Simon Connor Moseley, Lewiston.

16. Thesis—Is Eloquence Declining?

Edgar Merrill Briggs, Parkman.

17. Oratio Valedictoria — Typical American Characters.

Emery Winfield Given, Auburn.

MUSIC.

CONFERRING DEGREES.

BENEDICTION.

* Excused.

Lack of space forbids us giving the customary puff on each of the speakers. The exercises were really very creditable to the class. Two or three of the speakers were interrupted with applause. Only eleven participated, so that the usually tiresome programme was avoided. After the graduating exercises, the procession reformed and marched to Gymnasium Hall, where the Commencement Dinner was discussed with evident relish. Rev. Father Chaney invoked the divine blessing. After dinner speeches were made by Gov. Garcelon, ex-Gov. Perham, ex-Gov. Dingley, Hon. John D. Philbrick, late Superintendent of the Boston Public Schools, Rev. Dr. Dickerman, Rev. Dr. Bowen, and Hon. A. J. Phipps, Superintendent of the Public Schools of Lewiston, Rev. W. T. Chase of Lewiston, and others.

Class Day Exercises were given on Thursday evening at City Hall. A large and attentive audience greeted this last public appearance of '79.

Music was furnished by Johnson's Band. F. P. Otis, Class President, presided. The following is the programme:

1. Prayer.

MUSIC.

Melville Clarence Smart.

MUSIC.

2. Oration.

Rodney Fuller Johonnett.

MUSIC.

3. Chronicles.

Walter Eugene Ranger.

MUSIC.

4. Poem.

Emery Winfield Given.

MUSIC.

5. Prophecy.

Simon Connor Moseley.

MUSIC.

6. Parting Address.

Edgar Merrill Briggs.

The exercises, we think, were much better than usual. The audience, manifestly, were well entertained. The subject of Mr. Johonnett's oration was "Muscle and Brains." The oration was a plea for college sports, for physical culture in college. It was maintained that such sports were not detrimental to the scholarship, health, or morals of the student. The argument was effectively put and well received.

Mr. Ranger's Chronicles were put in a witty and entertaining manner. They abounded in sharp hits which were received with repeated applause. His delivery was novel and spirited.

The individual statistics of the class we gave in our June number. In addition we give the following: The class man was born in Maine; is 415 years, 8 months, and 3 days old; weighs 1 ton, 827 lbs; is 99

feet, 3 inches tall; is a republican; is slightly married and muchly engaged. He has spent \$22,624, and has earned \$11,930.

Mr. Given chose as his subject "Res Collegenses." He brought to mind in a pleasing manner the past events of his college life which appeared to him most interesting. He dwelt on the various "jollifications" of his class with evident pride.

Mr. Moseley introduced his prophecy with some original views on the old prophets, and on the general theory of prophecy. His theory was, that mankind make revolutions after the manner of the heavenly bodies. He then went back to the time when his classmates were well under way in their last revolution, and proceeded historically to give the results of his personal observations. He found several in rather novel circumstances. The prophecy was well received.

Owing to the extreme lateness of the hour Mr. Briggs delivered his Parting Address to a thin audience. The address was thoughtfully prepared and entertainingly delivered. On the whole, '79 made a very creditable public exit.

On Friday evening the customary reception was tendered to '79 at Pres. Cheney's residence. The select company, consisting of citizens, Alumni, the class, and their friends, passed an evening of much social pleasure.

Thus ended Commencement Week. Farewell, '79.

There is an organization in this College that some of the students know little about. We have a Base-Ball Association for the development of the body; a Reading Room Association, and Literary Societies for the development of the mind. These are all of untold importance to the welfare of the College. The Association of which we now wish to speak is not of less importance. It is our College Christian Association. Now, friend, you needn't stop here and say, "Pooh! I don't care anything about that," for you very well know that you do care about it. We don't care who you are, we challenge you to think *calmly* of the matter, and then to deny that the interests of the Christian Association are of most vital importance to the College. And if there be any student in College who does candidly deny this, we ask him to give through the columns of this magazine the reasons for his denial.

This Association makes lofty claims. And it candidly invites you, fellow-student, to examine its title to them. It lays claim to no less an object than to help students attain to the highest ideals of which the human mind is capable; to follow Him whom all acknowledge to have been the only perfect exemplifications of those ideals that the world has ever seen.

Does any one call this cant? Let him stop and think a moment and he shall see that the cant is his own. All the Christian Association asks is that students meet its claims with the same candor with which they would meet the claims of any other Association. The man who can meet those claims only with a sneer, is guilty of cant in its lowest form. He who will meet them face to face, hold up his head like a man and say I am on this side or on that, will, at least, be respected for his manly independence. But he who has not the courage to face his own opinions and the claims of the opinions of others, is entitled to no one's respect.

The Association has defects, its members have more. But it candidly invites the attention of every student to its purposes, and asks only that he will meet the invitation with equal candor, and decide for himself whether those purposes be good or bad.

In all college work the tendency is too much to routine. We are too apt to undertake our work as a mere bootless task. And some students seem to think their success proportionate to the ease with which they succeed in engineering their way through the daily studies. There is no work in which this tendency ought to be less, and perhaps none in which it is really greater than in college writing. The edict goes forth that a declamation or an essay

is to be ready at a certain time. One melancholy youth betakes himself to his room, shuts himself in, and begins laboriously to construct that thing which he calls an essay or a declamation. He measures off his ideas in a precise manner; for is it not an essay, is it not a declamation he is to build? He cannot get the idea out of his mind that it is an *essay*, a *declamation*, that he is to make. And he succeeds in producing an insipid and lifeless thing. If he would attempt simply to *write out his thoughts*, would not his production be much more interesting?

Another youth, of more hopeful mien than the former, repairs to the library; in so extensive a lumberyard he will surely find material enough. So he saws off from some other person's lumber pile a few weather-beaten ideas, nails them together, and, behold, here is a declamation fearfully and wonderfully made! Beware reckless youth, lest thou put into thy structure timbers greater than it can sustain; for then shall the ruthless hand of the Prof. push the whole structure down upon thy luckless head, and thou shalt think it was indeed *fearfully* made.

These pictures are perhaps overdrawn. Let us hope so. But we cannot denounce these habits of writing in terms too severe. The first is bad enough, but the second—don't, fellow-student, don't fall into that habit.

What we wish especially to urge is that students put more individuality into their writing. Our students are not without individuality. Some of them, for example, in their every-day talk exhibit humor. Why does this not appear in their writings? Put into your essays and declamations more of your every-day selves.

Our students write too little outside of the requirements of the curriculum. This is, no doubt, partly accounted for by the fact that a great deal of writing is required of them. But there are surely some who are able to do more writing. And there is far more satisfaction in writing for the sake of writing, than in seeking to merely meet the demands of the college course. The pages of the STUDENT are always open to good articles. Let it not be necessary henceforth to fill those pages with articles from Alumni, but let the students themselves seek to fill them.

An American Library Association was formed in 1876, holding annual meetings and having a general office in Boston. The Association has a multitude of objects in view, all comprehended perhaps in this: The wide-spread dissemination of general knowledge. The annual conventions are for the purpose of discussing the various questions pertaining to the objects of the Association. Among other things

for discussion are "the use and abuse of fiction, and the possibility and best means of elevating that character of reading."

The Association furnish Library supplies to its own members at a discount of ten per cent. Any one can become a member of the Association on application to the Secretary, and by paying an annual tax of \$2.00.

The worthiness of the objects in view, and the respect and support which are due the Association, are attested by the character of the officers. The President of the Association is Justin Winsor, Librarian of Harvard University. Among the Vice Presidents we notice the names of A. R. Spofford, of the Library of Congress, and W. F. Poole, of the Chicago Public Library. The Secretary is Melville Dervey, 32 Hawley St. (P. O. 260), Boston; Treasurer, Charles Evens, of the Public Library, Indianapolis.

LOCALS.

"Rest" !!?

How went vacation?

No class is now wholly a *widower*!

'80 regrets to lose Gilbert, who has gone to Bowdoin.

Prof. Rand, we are glad to observe, is once more at his duties.

A new set of pins for the bowling alley would be a grand institution.

The hackman leaves another unsuspecting Theologue at Parker Hall.

The last part of the term will be full of evening entertainments in the Chapel.

The Freshmen will furnish an excellent and timely re-enforcement of base-ballists.

Owing to the absence of several members, the Senior class have not yet elected their class officers.

Psychology Class: Prof.—“I say I have a dream. Where do I have it?” Student—“In your mind.”

A hackman, driving up before P. H., calls out to a bystander—“Can you tell me where Parker Hall rooms?”

Three of '80 are at present teaching. Beane is at Bowdoinham; Merrill, at Weld; and Newton, at Hanover.

Dignified graduate (munching a piece of Washington pie of indifferent quality)—“Washington was a great man to be sure, but he didn't know how to make pie.”

A school-boy, ambitious of college honors, addresses the following letter to the “Principal of Bates College:

A——Maine, Aug 29 1879

“Please send me a Catalogue of your School and the requirements or conditions of *parsing muster*

Re's'p'y

— — — — —”

The thanks of the Polymnian Society are due to Messrs. Cook, Hinds, and Manson for their very entertaining music at the weekly meetings.

At the last Alumni meeting F. E. Sleeper, of Sabattus, and W. E. C. Rich, of Boston, were elected members of the Board of Overseers of the College.

Josh Billings is credited with saying that if he were going to play base-ball, he should want to wear his face on the back part of his head. Very good idea!

At its weekly meeting on Friday evening, Sept. 12th, the Polymnian Society extended a vote of thanks to T. J. Bollin, '79, for several volumes presented to the Library.

Scene: Tea table (1st Senior to 2d Senior who takes milk)—Mr. ———“I should judge by your actions that you was brought up by hand.” 2d Senior—“I should judge by *your* actions that you never *had* any bringing up.” (Roars.)

A short time since we had a team smash up on the Campus. Postmaster Little's carriage demonstrated its incapacity to go on three wheels. The gallant and chivalrous Sophs and Freshmen rushed to the rescue, and but *little* damage was sustained.

At its Friday evening meeting, Sept. 12th, the Eurosophian Society were favored by music from the Italian Orchestra, which consists of

the following pieces: 1st violin and collector, Sauspietro de Spallanzain; 2d violin, Schiavonetti Straparola; flutist, Monterro da Rocha; harpist, Jovellanos Petro da la Lamouroux.

The officers of the Freshman class are as follows: President, A. E. Tinkham; Vice President, F. A. Files; Secretary, E. S. Bickford; Treasurer, F. E. Foss; Historian, E. N. Dingley; Orator, B. F. Wright; Prophet, J. L. Reade; Poetess, N. R. Little.

The officers of the Eurosophian Society are as follows: President, I. F. Frisbee; Vice President, C. P. Sanborn; Treasurer, F. L. Hayes; Executive Committee, M. T. Newton, H. E. Coolidge, C. L. Nutting; Editorial Committee, Miss E. H. Sawyer, W. P. Foster, Miss C. O. Davis; Librarian, J. W. Douglass.

The officers of the Polymnian Society are as follows: President, J. H. Heald; Vice President, W. J. Brown; Secretary, C. H. Libby; Librarian, O. H. Drake; Treasurer, I. L. Harlow; Executive Committee, W. A. Hoyt, H. B. Nevens, L. T. McKenney; Editors, A. A. Beane, Miss E. J. Clark, F. L. Blanchard; Orator, W. H. Judkins; Poet, M. P. Judkins.

The officers of '82 are as follows: President, W. A. Twaddle; Vice President, B. Murch; Secretary, Miss C. O. Davis; Treasurer, L. T. McKenney; Orator, O. H. Tracy; Poetess, Miss A. R. Forbes; Marshal,

L. M. Thompson; Prophet, E. R. Richards; Historian, W. G. Clark; Toast Master, J. W. Douglass; Chaplain, D. E. Pease; Executive Committee, C. E. Mason, R. H. Douglass, H. H. Chase.

The Junior class elected the following officers for the ensuing year: President, C. S. Cook; Vice President, O. H. Drake; Secretary, J. H. Goding; Orator, D. McGillicuddy; Poet, E. J. Clark; Historian, H. E. Foss; Treasurer, Gray; Chaplain, G. E. Lowden; Marshal, O. Davis; Toast Master, G. L. Record; Executive Committee, Rowell, Hobbs, Twitchell; Odists, Strout, Twitchell, Foss; Prophet, H. P. Folsom.

The following are the officers of the College Christian Association, elected for the ensuing year: Primarius, Prof. Chase; President, J. H. Heald; Vice Presidents, J. F. Parsons, O. H. Drake, F. L. Blanchard; Corresponding Secretary, W. P. Curtis; Recording Secretary, H. S. Bullen; Standing Committee, F. L. Hayes and W. H. Judkins, from the Senior class; F. C. Emerson and B. S. Rideout, from the Junior class; H. H. Chase and J. H. Snow, from the Sophomore class; O. L. Gile and M. A. Johnson, from the Freshman class.

On Friday morning of Commencement Week, '79 elected the following officers: President, T. J. Bollin; Vice President, F. Howard; Secretary, A. E. Tuttle; Treasurer, L. M.

Perkins; Poet, C. M. Sargent; Orator, R. F. Johonnett; Historian, S. C. Moseley; Chaplain, W. E. Lane; Curator, S. C. Moseley; Executive Committee, F. P. Otis, M. C. Smart, T. M. Lombard; End Men, E. M. Briggs, F. L. Buker. The class voted to establish a class letter on a plan similar to that of '78.

Prominent among the valuable features of the New Edition of Webster's Unabridged Dictionary, just issued, is the "New Biographical Dictionary," comprising about 10,000 names of Ancient and Modern persons of renown, including many now living. It gives us the pronunciation of these names, the nationality, profession or occupation, date of birth, and if known, the date of death of each one. From its conciseness and accuracy it supplies a want long felt in this direction, and adds very greatly to the value of this already valuable work.

On Saturday evening, Sept. 6th, the College students, to the number of sixty, oxidized their political enthusiasm by joining the Republican torch-light procession. They formed Co. B, First Division, W. Martin, '80, acting as Captain. A transparency was borne with the inscription, "Bates College a Unit." We regret that the bearer was struck on the head by a rock, thrown, probably, by some ruffian Greenbacker fighting for "Reform." The com-

pany made an excellent appearance, which was remarked all along the line of march. We wish its numbers could have been swelled by the presence of those who had previously gone home to vote.

August 22d, the annual rope-pull between the Sophomore and Freshman classes took place on the baseball ground. The time chosen was after the last recitation. Mr. Twaddle acted as captain for '82, and Mr. Hatch for '83. Frisbee, '80, served as umpire. The Sophomores had larger individual men, but the Freshmen largely excelled them in number. At the word "pull" both parties went energetically to work, and evidently did their best. Notwithstanding their inferiority in numbers, the Sophomores, by their superior organization, immediately began to win ground. Every inch, however, was hotly contested. After a long and hard pull, in which the Sophs had handsomely won quite a space, they settled to the ground and braced themselves to take breath, meanwhile using all means to acquire slack rope. At this juncture the cry of "rest" was raised, which may have induced some of the Freshmen to let go of the rope—at any rate some did let go. The umpire, seeing this, ordered to "pull." Finding that more Freshmen were leaving the rope he then gave the order to "rest." The hubbub caused by the

cheering and the orders given by the umpire, evidently disheartened the Freshmen; when the Sophs, minding their work and watching their chance, easily carried off the rope. The cry of "foul" was a foolish ruse to deprive the Sophs of their victory. Both captains understood the rules of the pull, and further, the Freshmen began to leave the rope before the umpire gave either order.

Colbys, 12; Bates, 7.

The second game in the Colby series was played on the Andros-coggin grounds, June 21st, before a rather small audience, composed mostly of students. The playing on either side was not remarkably sharp, but we must confess that we never saw our club play so meanly. One or two of the players seemed ready to make an error whenever an opportunity presented. They embraced several opportunities, and the Colbys *embraced* several more scores than their opponents. Our pitcher did well considering that he had been ill so much, but we fail to find excuse for the miserable playing of some others who fill positions where decent playing is expected. Oakes, very satisfactorily, umpired. The score, perhaps, will give a fair statement of the game.

BATES.

	AB	R	1B	TB	PO	A	E
Wilber, c.....	5	3	3	4	10	3	4
Sanborn, 1b.....	5	1	2	4	7	0	2
Ranger, 2b.....	5	1	1	1	6	2	2
Lombard, 3b.....	5	1	1	1	2	2	2

Norcross, r.f.....	5	0	1	1	0	0	0
Parsons, p.....	4	0	0	0	0	8	1
Foss, s. s.....	4	0	0	0	0	3	4
Hoyt, l.f.....	4	1	0	0	1	0	1
Perkins, c. f.....	4	0	0	0	1	1	0
Total.....	41	7	8	11	27	19	16

COLBYS.

Ryder, s.....	5	2	3	3	2	2	1
Walling, 3b.....	5	2	0	0	0	1	2
Barker, l. f.....	5	1	2	2	0	0	1
Worcester, 1b.....	5	1	0	0	13	0	1
Weld, c.....	5	0	0	0	10	1	12
Collins, r. f.....	5	1	0	0	0	0	0
Dennison, r. f.....	4	0	0	0	0	0	0
Bosworth, p.....	4	2	1	1	2	9	3
Chaplin, 2b.....	4	3	1	2	0	2	2
Total.....	42	12	7	8	27	15	23

Wednesday afternoon, Sept. 3d, the annual game of base-ball between Sophomore and Freshman Nines took place. Otis Briggs, of Yale, '81, acted as umpire. The game was long, but interesting. The Sophs easily won, by a score of 20 to 12. The Freshmen, however, showed some very excellent base-ball talent, worthy of the first nine. We append the score:

SOPHOMORES.

	AB	R	1B	PO	A	E
Pease, c.....	7	2	1	0	1	2
Dresser, p.....	6	4	4	1	4	2
Merrill, 2 b.....	6	0	0	3	5	3
Norcross, 3b.....	5	3	2	4	3	2
Skilling, l. f.....	5	2	1	2	0	1
Weeks, s. s.....	5	0	0	1	1	2
Twaddle, 1b.....	5	2	0	16	0	3
Richards, c. f.....	5	3	0	0	0	0
Douglass, r. f.....	5	4	2	0	0	0
Total.....	50	20	10	27	14	15

FRESHMEN.

Tinkham, 1b.....	6	3	2	8	0	1
Millett, r. f.....	5	1	0	2	0	1
Lord, 2b.....	5	2	0	4	1	5
Hatch, c.....	5	1	1	7	0	6
Lothrop, s. s.....	5	2	2	0	1	4
Hinds, l. f.....	5	1	2	1	0	3
Wright, 3b.....	5	1	3	1	2	4
Harlow, p.....	5	1	0	3	2	1
Spaulding, c. f.....	5	0	0	1	0	0
Total.....	45	12	11	27	6	25

SCORE BY INNINGS.

	1	2	3	4	5	6	7	8	9
Sophomores.....	3	0	1	2	0	3	4	1	6—20
Freshmen.....	0	0	2	0	1	0	0	5	4—12

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.]

'69.—Prof. J. A. Rand has recovered from the serious illness of the eye, which confined him for a long time to his room, and is again in attendance upon his College duties.

'71.—L. H. Hutchinson has been returned to the Legislature, by the Republicans of Lewiston.

'72.—G. H. Stockbridge, Ph.D., has returned to this country after an absence of three years in Europe.

'74.—G. H. Ham is Supervisor of Schools in a Western city. (Hannapin.)

'76.—E. C. Adams is Principal of the Beverly, Mass., High School, at a salary of \$1200.

'76.—O. W. Collins is Principal of the Norway Institute, at a salary of \$1500. On the 3d of Sept., Mr. Collins was married to Miss Emma Dennison of Norway.

'76.—E. J. Goodwin is Principal of the Yarmouth High School at a salary of \$1000.

'76.—H. W. Ring is Principal of the Wiscasset High School, and is also studying law in that town.

'76.—I. C. Phillips is Principal of Wilson Academy, and Supervisor of the Schools of the town.

'76.—W. H. Adams is the Principal of Fryeburg Academy.

'76.—J. W. Daniels is teacher of languages in Westbrook Seminary.

'76.—Rev. F. E. Emerich, pastor of the Congregational Church at Mechanic Falls, recently tendered his resignation; the church, however, were unwilling to receive it, and he withdrew it.

'76.—W. H. Merryman is Pastor of the Free Baptist Church at Sprague's Corner, Jefferson Co., N. Y.

'76.—J. O. Emerson (Yale Theological School) has been supplying the Phippsburg Congregational Church during the summer vacation.

'76.—J. Rankin is studying medicine with a physician in Wells, Me. He has been Supervisor of Schools in that place.

'76.—B. H. Young is practicing medicine at Rowley, Mass., and attending lectures in Boston.

'76.—C. S. Libby is practicing law in Lewiston.

'76.—W. C. Leavitt is in Bismarck, Dacotah. He is probably in the office of County Attorney.

'76.—J. H. Huntington is an Editor and Proprietor of the "Ocean Bridge," which has a circulation at Hampton, Salisbury, and Rye Beaches.

'76.—Thomas H. Stacy has accepted the pastorate of the Free Baptist Church at Fairport, N. Y. Before departing for his new home he was united in wedlock to Miss Clara Isabelle Farnham of Kennebunk, Me.

'78.—Married in Lewiston, July 31st, at the residence of the bride's

father, Hon. Wm. P. Frye,—Miss Alice C. Frye, of Lewiston, and Mr. Frank H. Briggs, of Auburn.

'78.—M. F. Daggett, has been elected Principal of the High School, at Chatham, Mass.

'78.—F. H. Bartlett is Assistant Principal of the Auburn High School.

'78.—F. D. George (Theological School) has, during the summer, been supplying the pulpit of Rev. C. F. Penney of Augusta.

'79.—F. L. Buker is teaching the High School at Wells, Me.

'79.—E. M. Briggs is local editor of the *Lewiston Gazette*. Mr. B. has recently been married to Miss Annie Moore of Auburn.

'79.—Fletcher Howard teaches the High School at Alna, Me. During the summer he was head-waiter at the West End House, Mt. Desert.

'79.—W. E. Lane has gone West, with the purpose of teaching.

'79.—T. M. Lombard has joined the firm of I. C. Lombard & Co., Shoe Manufacturers, Auburn.

'79.—E. A. McCollister is teaching the High School at Raymond Village.

'79.—S. C. Moseley is studying law in the office of Frye, Cotton & White, of this city.

'79.—F. P. Otis reading law with Brown & Simpson of Bangor.

'79.—A. E. Tuttle goes into the shoe business with his father, at Lynn, Mass.

'79.—W. E. Ranger is acting temporarily as Principal of Nichols Latin School, in place of Mr. Baldwin, while the latter is absent taking a Post Graduate course at Yale.

'79.—F. N. Kincaid has entered the New York Medical School.

'79.—M. C. Smart teaches the High School at Alfred.

EXCHANGES.

Inasmuch as the college year at most colleges begins later than at Bates, our resources for criticism are rather limited. In fact, we have, during this term, received only two college papers, the *Hillsdale Herald* and the *Dartmouth*. Let it suffice to say of these papers that they have begun the year well, and have our best wishes for their success.

In the absence of exchanges it may, perhaps, be interesting to our readers to direct their attention to an article which appeared a few weeks ago in the *Independent*. The article in question is one on "College Disturbances," by President Bartlett of Dartmouth.

This article deals with a subject that, undoubtedly, demands earnest consideration on the part of all who are interested in higher education. And it is well to have it discussed in the secular press, where it may be discussed fairly, and from every point of view; where he who has

had experience as an instructor, he who has known the life of a student, where every friend of education may turn what light he can upon this theme. It is public sentiment that makes the colleges what they are. If reformatory measures are needed in our colleges, let public sentiment demand them and the demand will be met.

In the article of President Bartlett there is, perhaps, scarcely anything that a thoughtful student would take exception to. Any dissatisfaction with the article would have reference to what it does not, rather than to what it does say. The article begins with a fitting tribute to the work of "that *chevalier d'industrie*, the sensational press reporter." Every student can appreciate this, for who has not been surprised to learn from the daily press that his class has perpetrated some startling act of villiany?

The writer thinks, and very justly, too, that the deportment of college students has greatly improved during the last few decades. Of this subject he writes as follows:

"It is not true that worse things are done now than formerly. The general deportment of the students in most colleges is far better than forty years ago. There is less gross vice and violence; more of morality and appearance of religion. The modern disturbances have taken a different type. The spirit is one of general insubordination, and the method is more that of the trades-unions, proceeding by contagations, combinations,

and demonstrations. They have justly caught the attention and serious consideration of the public press."

The last part of this paragraph is, we fear, too true. There is something in the college disturbances of nowadays that approaches too nearly what might be called college communism. As a rule, it is foolish for students to combine for the purpose of coercing the Faculty. Such a course of procedure partakes so much of the vulgarity of strikes as to be disgusting. And to see a college Faculty yield to such a combination is still more disgusting. In the miniature world, the college, as well as in the big world outside, difficulties may be settled by arbitration. No college President, we hope, wishes to be an absolute monarch, no college Faculty a despotic aristocracy.

To those who would regard college students as a special proof of the total depravity theory, the following truths are commended:

"Now, the young men in our colleges are, undoubtedly, the flower of our youth, both in intellect and character. It is, indeed, inevitable that a vast body should comprise many young men that are worthless and some that are thoroughly corrupt. But they are fewer than in other groups. The average is high. In general, no more honorable and high-minded companies can be found, and, when moral and religious influences are exerted, no more receptive and hopeful soil could be asked. But they are inexperienced. They enjoy a freedom from personal supervision that to most of them is new

and tempting. They are seized and held by fresh and powerful social bonds. They are withdrawn from the regulative influences of common life, and move in a peculiar world, with its own ideals, standards, maxims, and codes of honor. They are most of them at an age more impulsive than forecasting, more sympathetic than considerate, more generous than just.

"All this is to be remembered. Many of their follies are the result not of malice, but of thoughtlessness. Young men are full of animal spirits and boil over. They are drawn by companionships, and go further than they intended. They are seized with a sudden impulse, and go like a fly into a candle—singled before they thought of danger. Or, one young man's impulse drops like a spark into a powder-cask, and there comes a sudden and general explosion. No community is so excitable and uncertain. *These facts need to be borne in mind by college faculties. They are, or ought to be, lenient to mere freaks of thoughtlessness. They should make a strong distinction between technical misdemeanors or impulsive mistakes, on the one hand, and, moral offenses and deliberate wrong, on the other.*"

These italics are ours. We consider these last sentences worthy of special attention. The writer here hints at that in which, it seems to us, college faculties most frequently fail. They make arbitrary rules and attach to them arbitrary punishments. This leaves them chance to consider only the act devoid of all attenuating circumstances. Thus they sometimes find themselves in a delicate position; they must either visit upon a promising young man a punishment disproportionate to his

offense, a punishment that may mar his prospects for school and for life, or they must—"back down." It is needless to say that either course is fatal to good government. Would it not be better to make no threats of punishment, to wait until the offense is committed, and then deliberately, unflinchingly, to punish the offender in proportion to the offense.

The writer goes on to state some of the extreme forms of disturbance, and the pernicious methods of creating and sustaining them. He very justly says, however, that but a small proportion of the students in our colleges is engaged in them. He then states as follows, the reforms in college discipline that should be brought about:

"First, the young men must be made to respect the laws of the land. Many of them are men in years. All of them are old enough to understand the relations of citizens. Special exemptions must cease. If they break the laws, they must suffer, like other offenders. It was a good and wholesome thing for the drunken students in Boston, who assaulted a policeman with their canes, to spend the night in the station-house, and the next morning to take a ride to court in the 'Black Maria.' It was a good thing for another set of college brawlers to be indicted by a grand jury, though they fled from justice. But it is not enough to leave these things to the law. Such men, ordinarily, should be removed also from the college.

"Secondly, it is indispensable that the practice of 'hazing'—that is, of abusing new-comers and imposing on the inexperienced and unsuspecting—should be finally broken up. Parents must be

assured that their sons shall be the subject of no barbarian outrage or humiliating imposition. Gen. Schofield, at West Point, deserves the thanks of the public for his decided stand, not only in punishing the hazing, but in insisting that the offenders shall be disclosed. There is no reason why young men in college, shielding a wrong, should not be put under a pressure, just as they will be in after life. Where the case is serious enough, a student may very properly be made to take his choice between giving his testimony and being expelled."

If the case be serious enough, all well and good; but it should be remembered that this is a point that comes most closely in contact with student opinion and student honor. We respect the man who, when questioned in regard to some little difficulty between two classes, refuses to involve a member of another class. When a really *vicious* act is perpetrated, then, we have no doubt, it is the duty of the student to have the offender brought to justice. But when impulsiveness, rather than viciousness, is the fault the case is different. And the college Faculty that seeks thus to *pry* into affairs, not particular what means are used so long as the end is attained, will lose the respect of students.

"And thirdly, it is important that young men in the highest institutions of learning, be trained to habits of subordination to authority and the observance of the laws of gentlemanly intercourse. Instead of expecting special immunities, they who are destined to be leaders of society must be taught the difference between liberty and license. They must, with their education, learn submission to

rational restraints and constituted authority, and form habits of decent deportment and temperate speech."

From the above quotations it is seen that President Bartlett thinks our colleges need reform in three respects. He closes his article in the following strain:

"Evidently public sentiment is looking to college authorities to correct these epidemic spasms of anarchy, and to assert fully the ascendancy of law and order. To do it calmly and considerately; but firmly and unflinchingly and at whatsoever cost. The institutions that meet this expectation will, in the long run, win. They will, no doubt, encounter some transient obloquy, while the steady pressure is felt. The afflicted youth who are caught pouring oil on the seats of Freshmen, or tearing down a Professor's fence, or pounding a sleeping fellow-student with a bottle, or holding a drunken carousal, seasoned with indecent utterance, or disturbing the sick at midnight with a "horn serenade," may lift up their wails to the breeze, re-enforced, perhaps, by the sensational reporter, the unwise father, or the malcontent Alumnus; but honorable and studious young men will know where to resort, judicious parents will know where to place their sons for safety (physical, intellectual, social, and moral), and 'Wisdom shall be justified of her children.'"

CLIPPINGS.

An instructor in Botany recently asked: "If you plant an annual, what will come up?" Some of the division thought it would be a semi-annual; but the majority answered: "A condition."

The amount of pin-money required by the married woman depends on whether she uses diamond pins or rolling-pins.

What did the donkey say (or do) when he first heard of the doctrine of evolution? He brayed till he became a little hoarse.

The boy stewed on the burning deck,
Whence all but him had fled;
And when they shouted "Leave the wreck!"
He turned and hotly said:
"I'm goin' down with this 'ere ship—
Hulk, mast, jib-boom, and spanker;
And when I've made my briny trip
You'll find Casa by anchor."

The proprietor of a building-site in Wisconsin advertises his land for sale in this wise: "The town of Poggis and surrounding country is the most beautiful Nature ever made. The scenery is celestial. Also two wagons and a yoke of steers."

Some queer, crooked things were dug up in the Treasury yard at Washington the other day; and now they don't know whether they are petrified signatures of ex-Treasurer Spinner, that fell out of the window, or a lot of old sofa-springs.

"This, dear children, is the shoe of a Chinese lady. See how little it is; what a very narrow sole it has." "I'll bet it ain't as narrow as Deacon ——'s. Father says his soul will fall through a crack in the floor some day and get lost!" was the shrill comment of a boy given

to sharp listening. The Superintendent put the Chinese shoe in his pocket, and requested the school to sing "Pull for the Shore."

A sad event, says the *Norristown Herald*, has occurred in the family of asteroids. Hilda is lost. One of the nearly two hundred members of the planetary sisterhood revolving between Mars and Jupiter can no longer be found in her accustomed celestial haunts. It is not known whether Hilda has eloped with her fathers coachman or has run away and joined a traveling "Pinafore" troupe. We have predicted time and again that if Hilda's parents didn't keep a close eye upon her she would give them trouble. Being a revolver, it is not strange that she has "gone off."

Hemp came first into use in the cord-age.—*New York News*. And wind instruments in the band-age.—*Rome Sentinel*. And arithmetic in the ad-age.—*Salem Sunbeam*. And money in the coin-age.—*Waterloo Observer*. And cradles in the crib-age.—*Whitehall Times*. And slaves in the bond-age.—*Rome Sentinel*. And trees in the foli-age.—*Albany Argus*. And dogs in the saus-age.—*Ex*. Cows in the pastur-age.—*Ex*. And flies in the porr-age.—*Schenectady Union*. And old maids in the dot-age.—*Ex*. And Adam in the man-age—*i. e.*, in our first parent-age.—*Independent*.

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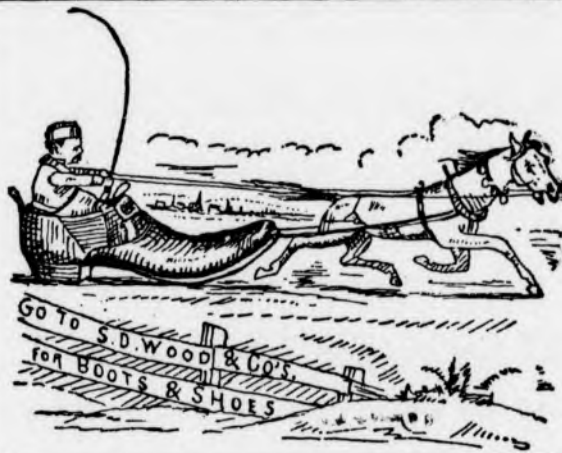
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