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THE  
BATES STUDENT.

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THE STUDY OF ENGLISH LITERATURE.—III.

BY G. C. CHASE.

A GREAT number of questions naturally present themselves as to the methods of studying and teaching English Literature, but in a field where so little has been attempted we may feel sure that the best methods are yet to be learned. What I may say as to these should be regarded simply as suggestions.

If the foregoing reflections be just, then the mind should be made to feel the personal educating influence of literature at the earliest possible period. So powerful an instrumentality in forming the mind should be employed during the formative period. As soon as the child can understand thoughts expressed consecutively, his literary education should begin. This time, with most children, is somewhere between the ages of two and four years.\* The child's mother must generally be its first teacher. Of course, as in the whole training of

children, judgment must be used. If the mind be exercised at the expense of the body, both will suffer permanent if not fatal injury. Nothing should hinder the natural tendency of the child to engage in physical exercise. But there are intervals of quiet when the mind is in a receptive condition and craves the charm of a poem or a story. This is the mother's opportunity, and happy is she whose mind is stored with the treasures of household poetry. I know that to question the authority of "Mother Goose" will be thought rank heresy, but I believe there are poems and stories equally within the range of the child's capacity that possess real literary merit. Let the mother seek for them; let her select those in which truth, beauty, and simplicity are blended; and these songs of childhood, mingling in memory with the sweet tones of a mother's voice,

may inspire in the soul a life-long appreciation of 'whatsoever things are lovely, whatsoever things are of good report.' Never, perhaps, is the conceptive faculty more active than during this early period. Every one who has studied children, at this age, knows how they idealize and personify everything. Fill their minds with simple yet genuine poetic imagery. In this gross, materialistic age the culture of the spiritual nature cannot begin too early. The mind early familiarized with good models of thought and style will never make the acquaintance of the dime novel and the cheap story.

It is the glory of our day that even little children may have pure and healthful literature. Periodicals that supply this are worthy of all praise. Yet I would have the child early make the acquaintance of authors recognized as standard. The mind soon develops to the perception and enjoyment of the simple beauty of many of Longfellow's and Whittier's poems. While heartily approving good prose stories, I believe that poetry of the right sort is quite as effective in forming a correct taste. Herbert Spencer tells us that the methods by which the race has gradually attained civilization may serve us as models in the education of children. But the history of every literature shows that poetry antedates prose.

For several years after they enter

the public school, the method of familiarizing children with literature should be substantially the same as that already pursued at home. The selections made should be genuine literature. To ensure this the teacher should have—what is so rare—an appreciative knowledge of the best authors. Anything cut from the newspaper will not serve the purpose. The children, equally with those older, should have the best. Let the memory, so often cruelly forced to take what is neither palatable nor digestible, be disciplined and enriched by committing to its keeping material that will at once strengthen the intellect and arouse the imagination. In the earlier years of life our verbal memory is at its best. The reason seems to be, that, as the reflective faculty develops, the mind is more occupied by the thought and less by the form. It is universal experience that we recall the words learned in childhood better than the words that we learned six months ago. Let us beware how we abuse the child's mind by requiring it to commit, word for word, the unessential language of mere text-books. If our object be to strengthen the memory, we can effect it far better by employing for this purpose select passages of Scripture, choice gems of poetry and of prose.

As the mind of the child develops, let the teacher encourage him to narrate in his own language the

thoughts and events of stories and descriptions that he has read. Let her secure a healthful emulation in this by calling attention to faults in expression, and thus aid the child in attaining a use of language at once graceful and exact. Wherever the figures of poetry occur, let her gently lead the imagination of the child into sympathy with that of the poet. Let her be sure that he understands the meaning not only of the words used, but also of the metaphors or other figures. Let her take care, however, that in her own eagerness to explain she do not render every thing bald and literal.

Let her seek to have the child share the feeling and interest of the poet. Let her interest herself in providing him with books suited to his age and tastes. That teachers may do this, every school should have an appropriate library. Could the common schools of our land be supplied with even a small collection of good works, and these be put under the care of a competent teacher, in twenty years the foul and pestilent books that are now openly sold and eagerly purchased would cease to be published. I am aware that in most communities the advocate of libraries for the school-room would be regarded as a disturber of the public peace; but I can think of no one method by which the moral and intellectual welfare of our children would be more effectually promoted. If there

is no library at her disposal, let the teacher find out the good books in the neighborhood and call attention to them. Let her read them herself and converse with her pupils about them. By these means will be partially met what Mr. Fields felicitously terms the demand for an "indicator."—Of course the teacher should know good books from poor ones.—Says Isaac Taylor, one of the most esteemed of living English writers, "Robinson Crusoe has, no doubt, so quickened the conceptive faculty in hundreds and thousands of instances as to have had its effect in vivifying the European mind, and in animating the literature of our own and other countries since its universal diffusion." If so much can be said of a single book so rarely read that, notwithstanding the constant talk about it, I often meet with intelligent people who have never seen it, what an intellectual quickening would our nation receive from a well selected library accessible to every child!

When the pupil is from twelve to fifteen years of age his attention may be called to the more obvious characteristics of good style, and to the special merits of particular authors. In the High School, I would have the study of Rhetoric invariably accompanied by the study of English Literature. The rules for composition are of little value if presented in the abstract; and, although most treatises on Rhetoric

contain illustrative examples, these very imperfectly meet the demand. Let the class be supplied with representative selections from the works of the best authors. As the study of Rhetoric proceeds, let the class verify its rules in these selections. Let them analyze the style of various writers, and learn the source and nature of its excellence. Let them compare authors, and be able to state whether the style of a given selection is terse or diffuse, figurative or plain, simple or abstract, clear or ambiguous, strong or weak. Let them observe whether there is a preponderance of Anglo-Saxon or of derivative words. Let them feel the charm of wit; let them trace the subtle connection of humor and pathos. Let them observe the various methods of description and narration. Let them study the structure of paragraphs and mark the methods of transition in thought. Let them follow the course of an argument and decide whether it be inductive or deductive. Let them write out the author's plan, giving the subordinate as well as the principal divisions. Let them combine these various processes and give the result in an essay in criticism. Let them study the structure of poetry until they can name the more common kinds of verse at sight. But in all this work let care be taken that the process shall not degenerate into mere mechanical criticism. Let them read first to enjoy and afterward to analyze. And let

it not be thought that since the pupil is employed the teacher has nothing to do. The instructor must not only be versed in the rules of Rhetoric; he must have breadth of manhood, a lively imagination, and an enthusiastic love of truth. In short he must be in himself an exponent of that generous culture which results from loving intercourse with good writers.

But the student's work thus far has been merely preliminary. He must now enter upon a comprehensive and systematic study of English Literature. Of course many of the old methods must be retained; but his criticism must be more comprehensive. He must gauge the thought as well as the style. Here as everywhere else he should choose the best—make the acquaintance of those who have most to impart.

But for the study of all the works of the best authors even a long course in English literature will not suffice. Let those, then, be selected in which the writer is most himself—in which he imparts to us the most of his own personality. We can leave the rest for the reading hours of a life-time.

If we read the best authors we must read the literature of different eras. Nature is too chary of her gifts to bestow all her choicest upon one generation. The genius of the father of English poetry has in some particulars never been surpassed.

Since, then, our course in literature

embraces authors of different eras, it is manifestly wisdom to study them in chronological order. English literature proper begins with Chaucer; and with Chaucer every student that has had the preliminary training just described should begin. Let the student acquaint himself thoroughly with at least one entire production of each of the great authors. Mere selections, quotations, and extracts will not suffice. If the time allotted to the study be limited, preference should be given to those literary monarchs, Chaucer, Spenser, Milton, and Shakespeare. But I believe an effort should be made to acquaint the student with our literature in the whole process of its growth. To know the distinctive merits of any writer, we must be able to compare him with his predecessors. Moreover, by adopting the chronological order our own minds will experience the gradual development that appears in literature itself.

Another advantage of the chronological order is that it enables us to acquire a clear idea of the changes that have taken place in our language. To note these changes, and thus to trace the history of the language down to our own time, should be a prominent object in every philosophical attempt to acquaint ourselves with English literature. Could we carry our researches a little farther and address ourselves to the mastery of

the few remains of Anglo-Saxon, we should all be enabled to construct our own Grammar; and a multitude of phrases, idioms, and syntactic forms, which now serve as puzzles for classes in Grammar, would be made plain.

By adopting the chronological order, we could also associate the study of English literature with that of English history, and thus enable the student to observe the manner in which the life and literature of the English people have reacted, the one upon the other. Indeed, without a coördinate study of history, many allusions and sometimes the tenor of a whole production are utterly meaningless. To thus happily combine the two studies the teacher might assign as themes, the important events, characters, and epochs of history. The reading requisite to the treatment of the subjects assigned would thus effect a double purpose. It is this method of treating English literature which is the chief merit of Taine's work.

In connection with the general method now indicated the manual, worthless by itself, may be employed with decided advantage. When we have learned to love an author's works, we become interested in his biography; and what were unmeaning facts taken apart from literature are now cherished with the interest that attaches to the life of a friend.

This comprehensive study of literature cannot fail to develop a

catholic taste and to aid one in acquiring a style simple, clear, and vigorous.

DeQuincey, in his day, uttered a characteristic protest against the newspaper standard of style. What would he say, had he survived to our time? Periodical literature now constitutes almost the sole nourishment of a large and constantly-increasing number of minds. Although the newspaper has greatly improved since DeQuincey's day, and many of the ablest pens are now employed in its service; yet its style is still too generally careless. It abounds in tricks and conceits. It is narrow, specious, and sensational. And the worst feature of the case is that it must remain such. A public, hungry for the discussion of popular topics, will not wait for a writer to mature his thought or elaborate his style. The results of this inevitably appear in the careless modes of thought and expression that characterize the habitual newspaper-reader. The only effectual corrective is a thorough and appreciative reading of standard literature.

Nor is it sufficient to read the best productions of our own day. Would we acquire breadth and accuracy of thought, we must take as our models the masterpieces of

that golden age in literature when men wrote at their leisure, undismayed by the terrors of criticism; we must familiarize ourselves with the inspired utterances of Shakespeare, the calm wisdom of Bacon. Would we acquire a simple and perspicuous diction, we must sit at the feet of Addison, Steele, and Goldsmith.

I have said it is the glory of literature that it aims at the perfection of man.

Let us be genial with Chaucer, pure and imaginative with Spenser, grand and heroic with Milton. Let Wordsworth teach us duty, Scott magnanimity, Dickens humanity, and McDonald religion.

Our American authors, too, have a lesson for us. Let us study simplicity in Whittier, dignity in Bryant, wit in Holmes, pure and finished art in Longfellow. And he who walks through life in true fellowship with these gifted souls may say with Coleridge: "Poetry has been to me its own exceeding great reward; it has soothed my afflictions, it has multiplied and refined my enjoyments, it endeared solitude, it has given the habit of wishing to discover the good and the beautiful in all that meets and surrounds me."

## CHOOSE.

BY K. H.

THERE are two paths in every day we spend;  
THE For every child of earth two ways are cast,  
In which his fearless feet may onward tend,  
Or, falt'ring, stumble to a doubt at last.

We ope our eyes upon the gilded dream,  
We breathe the incense of untainted air,  
The mem'ry of mistaken ways seems gone,  
Forgetful of false steps we now prepare.

No dread opposes, only hope allures,  
Free as the spirits of the higher realms,  
Onward where'er delight the way secures,  
Unchecked we follow until doubt o'erwhelms.

Whither, oh, whither does the pathway lead?  
For now we totter in bewildered maze;  
Much though our haste, but little worth our speed,  
And noon-tide finds us blinded by his rays.

How many a somber even-tide we greet,  
Feebly o'erlooking the wrong-trodden path,  
Wishing in vain 'twere opening to our feet;  
Knowing that what is done, that no man hath.

The darkened night o'ercloses, and we rest,  
Upheld by looking for a new day's grace;  
With dreams of better things our minds are dressed,  
So we with even souls the morrow face.

Thus morrow follows morrow, and day, day;  
And wills grow finer as the years expand,—  
For character makes perfect with its stay  
The firm-set base where it can ever stand.

Choose then thy path, each day, with earnest heed,  
For he who wav'reth is of little worth;  
Choose then, and walk therein, howe'er it lead,  
Upheld by purpose reared above this earth.



## THE COUNTRY BOY.

BY A REFORMED PEDAGOGUE.

THE country boy is a compound of meanness, profanity, ill-nature, and unconquerable obtuseness. He is not picturesque, and is far from inviting. He is seldom fastidious in regard to his outer man, and labors under the impression that garments which were large enough for his ancestors are small enough for him. In consequence his attire arranges itself with a looseness and uncertainty that is incomprehensible to persons of custom-made habits. I have observed specimens of the genus, in which the development of each garment, and the blended harmony and union of the whole, rendered all efforts to distinguish where one garment ended and another began, simply futile. Before the problem, the resources of Calculus and Analytical were powerless.

The country boy incases his feet in the most ponderous boots that he can accumulate. The weight corresponds with the size. Schoolmasters who cherish corns learn this and weep. No spot is sacred from the tread of these heavy afflictions. It is a matter of indifference to him where he may place his feet or what he may crush in his course. He will demolish a pane of glass or mash a gold watch as calmly as he will step into eighteen inches of

mud, or execute a war-dance upon another boy. He is involved in an aroma like the armor of Achilles, potent and invulnerable. A person of strong constitution may approach to a distance of twenty feet without much risk; but most are willing to confine themselves to forty feet or more. About seventy miles suits me best. The vocabulary of the country boy is limited. By computation, I have arrived at the result that the average boy makes use of some thirty-seven words, most of which would not adorn a drawing-room. In his motions he is singularly slow. I knew of the case of one boy whose aged parent, one fine morning, invited him to turn out the cow to drink. The boy started all right and even reached the barn and opened the door. Meanwhile several days had elapsed and the cow was dead. But this was an exceptional cow with pampered ideas, who could not brook a little delay.

The country boy's notions of *meum et tuum* are very crude and undefined. It requires years of culture to eradicate from his mind the conviction that he possesses a claim upon whatever portable articles of value may fall in his way. He does not discriminate. He will scoop in

an old pewter door-knob or a six-dollar plug hat with equal facility. The tendency of certain students to appropriate coal and other exposed property betrays a lingering taint of this same disorder. The country boy is by nature a liar. He lies for the pure pleasure of lying. Sometimes he will tell the truth by mistake; but if asked to repeat the statement, he comes out with a good, square, undiluted lie. He never tells the same story twice, but follows up one infamous lie with one tenfold worse. In truth he is a measureless liar. He can not lie with the facile grace of a Sophomore at a Faculty meeting. He has no powers of perception and adaptation. But in his rude, uncouth way he can outlie the father of lies. There is an immoral sublimity in the spectacle of the ragged, unkempt, skulking wretch standing before one with a dogged determination in his eye, and a preposterous lie in his mouth.

When he has evolved one atrocious lie from his inner depravity, he proceeds to build up another in direct contradiction. He lies, not for advantage, but as it were, through a blind instinct of spiteful malice. If he was on trial for stealing a sheep, he would convict himself of murder in the first degree.

When he dies, which rarely, too rarely, happens, many people come from afar to look upon the boy who could not tell the truth. Not that such boys are rare, save when dead. And the people gather around with joyful faces, and softly whisper: "Lo, this is he that in his life did lie grievously. Now lies he there."

Such an occurrence is rare indeed. Generally the country boy lives and flourishes to a green old age, full of wickedness and years,—tyrannical, fault-finding, and odious, monopolizing all the comforts of the house, and grumbling at the degenerate age.

C. E. F.

## EDITORS' PORTFOLIO.

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### NOTES.

AS the summer term draws near, the Sophomoric mind begins to exercise itself with the question of Calculus *versus* French. In this article, we do not propose to advise which study should be taken; but only to suggest a few ideas upon the subject for consideration.

The regular course for the summer term of the Sophomore year includes Calculus. For some reason, '78 was allowed to take another study in its place. Last year, the Faculty decided to divide the classes in future, so that the best mathematicians should take the regular course of Calculus, and the remaining ones of each class, French or, in some cases, some other study. Accordingly, eight men of '79 went on with Calculus, and the others took French. No student, however, was allowed to exercise his choice; but each was placed by the Faculty in the one or the other division, according to his previous rank in Mathematics.

With all due deference, we take issues upon this basis of division. In the first place, high rank in Mathematics by no means indicates a high order of mathematical talent; but rather the amount of labor bestowed

upon this branch. Therefore, if a portion of each class is allowed to take another study in place of Calculus so that their work may be lessened, we fail to see the propriety in refusing this privilege to some and in giving it to others of equal natural ability in Mathematics, simply because the latter, through negligence and lack of study, have failed to take so high rank in this branch.

Again, although the opinions of older and more experienced heads should be consulted and respected, yet, if a student has a *decided* opinion in regard to which study he desires to pursue, the best way is to allow him to exercise that opinion. To force him to take a distasteful or seemingly useless study is not only to disgust him with that study but also with his whole term's work. For a student to see his classmates allowed to take a study congenial to his tastes or apparently more useful than the one he is pursuing, while he is shut out by an arbitrary rule, can only result in dissatisfaction on the student's part. That this will be the result of such a basis of division as at present prevails here, examples in '79, with which alone the method has been tried, can amply prove. If all were compelled to

take Calculus, this objection would not be so valid; but if a division is to be made, we believe that it should be made only by free choice of the students.

In regard to the decision of the question, Calculus *versus* French, whether made by Faculty or students, we propose to advance no arguments on either side, except one growing out of the situation of certain students. One-half of our students do not, at best, return from teaching before the middle of the spring term. Their mind has been wholly taken from their studies, and much of the French learned in the previous term has been forgotten. We think teacher and students will bear us out in the statement that, at the end of the spring term, such persons are but little farther advanced in the study of French than they are at the end of the fall term. Such a knowledge of French is of necessity very vague and comparatively of little value.

Now, without wishing to degrade the course for the sake of lessening the student's work, we claim that another term's work in French would fix this knowledge and render it of practical value; and the year's work has tangible results. If, however, at this point in his studies, the student is put into Calculus, neither study is productive of much practical good. The gist of the matter is, that it is better to do one thing well than two things poorly.

Joseph Cook's second lecture, February 21st, was one of the best we ever heard him deliver. Its subject, as unique as himself, was, "Cheat, be cheated, and die."

It is said that at college, Cook was a copious speaker, but lacked method. In listening to his last lecture one could well believe this; and yet, in spite of the appearance of rambling, no one would say there was no system. We would as soon think of saying there was no system in a chart showing the respective positions of the planets round the sun. The speaker's thoughts were not in a straight line from or toward his subject, but from that subject, as a centre, out in all directions.

In this lecture, Mr. Cook has left his well-trodden paths of scientific-religious discussion, and considers the more practical condition and needs of our time and country. He aims open thrusts at some of the evils in our present form of government, and suggests plans for improvement as important as they are reasonable. He makes a forcible plea for civil service reform, and recommends China's rigid system of competitive examinations. It was shown with Mr. Cook's usual eloquence and power, how great an advantage this system would be to both government and people. "The ploughman's boy and the nobleman's son may feel that they have the same career, if only they inform themselves." By this system our

highest offices may be filled by men noted for intellectual attainments and not for American "smartness" alone. This, however, was only one point in a discourse that struck at the very roots of the natural and social, as well as the political evils in our country.

Full of striking climaxes and brilliant metaphors, the lecture did not need the orator's dramatic elocution to be rendered peculiarly interesting and attractive.

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The organization of the Bates College Christian Association has, at last, been completed. It is similar to the Y. M. C. A., and is entitled to send delegates to any convention of those associations. The movement of organizing these associations in colleges is of recent origin; but has worked well where it has been tried. We believe that about thirty such College Christian Associations are, at present, in existence.

In the organization here, the Constitution first submitted by the Faculty was not satisfactory to the students, from the fact that it provided for a union of Faculty and students. The general feeling among the Christian students was that more good would be done, if the Association be composed wholly of students. The belief was that other students would feel freer to attend devotional meetings, and would take more interest, if the Association be under the charge of their fellow students.

Upon learning this fact, the Faculty promptly submitted another Constitution, under which the students have the entire control with the single exception that a member of the Faculty acts as an advisor, and has charge at the beginning of each fall term, until the regular officers are elected. The Constitution, as thus amended, being entirely satisfactory, was unanimously adopted. We hope that the several members will go to work in earnest and make the association, in all its ends and aims, a successful experiment.

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No fact confronts the average graduate from American Colleges more forcibly than that, of all the studies pursued, he is least fitted to understand or to teach Latin and Greek—the very studies upon which he has spent the most time. He finds himself unable to read the classic authors with any approach towards ease, and much less able to appreciate them.

His college course is done; he has completed the required curriculum of classical studies, and expects a fair return; but, contrary to this, he can not conceal from himself the fact that the beauties of Homer and Virgil, the excellences of Cicero, the logic of Plato, the philosophy of Socrates, are still treasures whose store-house he has no key to unlock. Is it any wonder, then, that so many are disgusted with this part of their college course?

We hold that the student who, applying himself fairly, has spent five years upon Greek and Latin, has a right to demand a return besides the culture and discipline received, in power to read the classics with some degree of ease and appreciation. This is no excessive claim; for boys sent up to Oxford and Cambridge from Rugby, Eton, Harrow, and other great English schools are certainly thus fitted.

The average graduate of our colleges finds his knowledge of French and German, upon which he has spent not nearly so much time as upon Greek and Latin, much more practical and much more available for reading. Granting that the acquirement of the latter languages is much more difficult than the acquirement of the former; granting that the college student brings to the study of French and German the ease of translation and the knowledge of grammatical structure acquired from previous study of Greek and Latin; yet a difference in favor of the ability to read the modern languages remains, which must be due to the deficient methods of teaching the ancient languages.

A writer in the *N. E. Journal of Education*, complaining of this same poor system of teaching, says that the great defect is in the want of practical methods and aims. He quotes Prof. Francis Bowen as saying: "Formerly we studied the grammar in order to read the classics; now-a-days the classics seem to

be studied as a means of learning grammar."

As corrective of this evil, the writer of this article says: "The study of the grammars, then, especially in the first years, is to be made more practical. But practical to what end? To this end,—that when a pupil has studied Greek or Latin three or four years, he shall be able at least to read such Greek as that of Xenophon, Lysias, and Herodotus, and such Latin as that of Cæsar and Cicero at sight, that is at the rate of four or five pages an hour, and practically without a lexicon. This is the sort of grammar that should be taught,—working grammar,—that of which the boy will make use."

Let the graduate have this power and the study of the classics ceases to be that dull, hard grind which it now too often is; the tendency to look slightly upon the study of the classics will stop; and classical excellence will become real to the student, and not as now a matter of faith.

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Several pairs of Indian clubs have gone from the Gymnasium, and, what is still worse, they come not back. We wish to express our contempt for the meanness on the part of those taking them away, and sincerely hope that they may break their heads with them. This and other evils about the Gymnasium should be remedied immediately, and we believe the Faculty will find nearly every student heart and hand in the work

of instituting any reform for this purpose. Any damage committed about the building is much regretted by the majority of the students, and we think that a great part of the damage is committed by persons not connected with the College. Whoever took those clubs, if mean enough to keep them and rob others of their use, should be found out and receive just censure. It is the opinion, however, of some that they have been taken by persons not connected with the College. If this is the case let something be done to prevent another loss.

The Faculty have kindly provided us with some new apparatus and promise more still. We hope that these things will be appreciated and that the apparatus may be used and not destroyed.

We are told that we have unlimited authority to eject from the Gymnasium any persons not connected with the College or the Theological School. But who is going to make himself conspicuous for authority by hinting to a Prep that he is not wanted there, or by saying to a Yagger, "Get out of this." If one wishes to bowl or try other means of exercise, he, perhaps, must wait his turn after a Prep. Perhaps a simple hint will serve our purpose, and we shall in the future be free from further annoyances.

We suggest, as a measure to be adopted, that the Gymnasium be put in charge of appointed persons during particular hours, and be locked

up the remainder of the time. Especially would we urge that the door be closed on Sundays.

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Now that the men have gone to work in preparation for positions on the nine next season, a word or two in regard to the Association may not be out of place. There is at present a small debt, which ought to be paid before the nine take the field. We do not know how many belong to our Association, but we have no doubt that if each member does his part promptly, all obligations can be cancelled without assessing more than the regular small tax. Just now the nine require all the encouragement their friends can possibly give them; and nothing will be more encouraging than the knowledge that they have no financial burden to bear.

Our Association ought to be larger. We have no crew and, at present, no regularly organized eleven; and it seems reasonable that *every student* should be interested in, and should support the only organization by which we are represented among other colleges. Quite a number, doubtless, have not joined because they have not been asked. Can you not come without asking? You would be so much the more welcome. We think no student can say he has no interest in the success of the nine, and therefore will not have that to urge as a reason for not giving them his support.

As to the prospects for base-ball

the coming season, we can, at present, say very little. If enthusiasm can be roused and kept up in the men that are to play, there is no reason to doubt but that the season will be as successful as any we have ever experienced. The nine will probably be fully as strong as it was last fall, and supported by its friends, it will, no doubt, manifest all the energy necessary to retain the position gained last season. Let the students think of this, and understand that our success in the diamond depends somewhat on them as well as on the nine chosen to represent them.

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It is the fashion, at present, to ridicule the colleges for giving so much time and labor to boating, base-ball, and other athletic sports. Every item that can be turned against these sports is greedily caught up by the newspapers, and passed around as a "rich one on the colleges." The following are specimens of this class: "A Michigan farmer writes to the Faculty of Yale, asking if it costs anything extra, 'if his son should want to learn to read and write as well as row a boat?'" "In view of the time devoted in college to sports, we recommend the following change in the curriculum of study: In place of Greek, Lessons in Base Running; in place of Philosophy, Lectures on the English Stroke; in place of Political Economy, Theory and Practice of the Sliding Seat, etc., etc."

Now, in the light of a joke, this is all very well; but, in the light of facts, it is sheer nonsense. We are aware that in some colleges and by some students, too much time and zeal are given to sports and too little to studies; but, on the contrary, in most colleges and by most students, physical culture does not receive its proper attention. That system of education that develops one-half of a man at the expense of the other half is radically wrong. "*Mens sana in corpore sano*" is the result of true and legitimate training. Nothing short of this can satisfy the conditions of the problem of human culture.

The idea widely obtains that a college course unfits a man for a life of business or of manual labor. The statement is made that, in New York city alone, twenty thousand college graduates are living by the exercise of their wits, from "hand to mouth." No wonder the world complains that a college education is not practical! In one of his talks with a class, a Professor said, "The inducements for young men to enter upon a college course, with the expectation of gaining a living by intellectual pursuits, are becoming less every year." If, then, college graduates must work and fight for a living on the same ground with other people, they should be fitted in college to give and take hard knocks in any department of life-work. In a liberal sense, that was excellent advice that Tom Brown's



father gave him upon entering Rugby—to train himself “to make his hands keep his head.” So far as boating, base-ball, and other college sports develop pluck and muscle, so far do they enter into the very practical matter of gaining a living. In view of these facts, what of this hue and cry about college sports?

Away, then, with those dawdling, lifeless, milk-and-water men that won't catch a ball because it hurts, nor pull an oar because it makes the back ache! These are no men to fight life's battles. We want hardy, vigorous, muscular graduates, who can work as well as think. These are the kind of men to push out in realms of thought and action, with pluck and backbone to face down public opinion, to brave a thousand dangers by field and flood, to explore unknown lands, or to carry the Gospel among strange people. In short, these are the men to be leaders in this practical, progressive, aggressive age.

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Shout high the anthem of jubilant praise,  
Honor these happy days.

Now that the College Choir is a reality, we desire to call the students' attention to the subject of college songs. When '79 entered College, the singing of college glees by the students was of every-day occurrence. No social gathering could break up without a song. Each class had its favorites; and “Remarkable,” “Bingo,” “Quodlibet,” were class rallying songs.

But now —

“The good old times are dead.”

So dead are they that, doubtless, many of '81 are unfortunately ignorant of what the above-named and other college songs are. The “Bulldog” and the tragic end of his hoarse companion is now forgotten; the Sophomore no longer sings with hilarious glee of the day when he

“Met a Freshman weeping;”

nor does the Senior's heart longer delight itself with the strains of “Litoria.”

We are sorry to see this change. We do not think it practicable or even desirable, under present circumstances, to organize a Glee Club for the purpose of giving public concerts; but, begging the pardon of the “old inhab” and other staid and quiet-loving citizens, we do desire to see and hear a revival of college songs upon the Campus.

College songs, as sung by happy, careless students, have an unique character. They possess a peculiar charm and fascination for every listener. We can never forget with what success the college song has been invoked to

“Drive dull care away;”

when, upon some Friday night, after the week's work was over, the class have met to pass a social hour; nor how the dull eye has been lighted up and the blood made to throb with quicker, stronger beats under the inspiration of

“Happy are we to-night, boys;”

nor, again, how personal jealousies

and class schisms have been forgotten under the magic influence of the hearty, kindly chorus. "Rig-jag-jig-jag," nonsensical though it be, has indeed been a "Balm of Gilead" to many a class dispute.

College life has an indescribable charm. The school-boy looks forward to it through the roseate glow of boyish hope and ambition, as the acme of human bliss; and the old man looks back upon it, with its faults and hardships dimmed by the haze of long years, as the happiest period of life. Whatever, then, can be done to bring it up to this ideal is particularly worthy of attention. For this reason should college glees be cultivated, since upon nothing will the memory more fondly linger than upon the old, familiar songs. Classmates may be forgotten, but some of these songs will ever live with us.

We hope that this subject will receive the attention it deserves, and that the book "Carmina Collegensia" will multiply in our midst. We copy the following poem from the *University Magazine*, because it so nicely expresses our ideas upon this subject:

Why does the students' song of jubilee,  
Poured out in chorus wild and free,  
All unrestrained by method's rules and art,  
Strike answering chords in every listening  
heart?  
Because they sing whereof they fully know;  
They comprehend each college joy and woe,  
And, with expression rare and quite unique,  
Of college shade and sunshine fondly speak.  
And when they sing of Syllabus returned  
To ashes whence it came, and Plato burned,  
And Calculus upon the dusty shelf,—  
Each hearer feels a thrill within himself,

As if he, too, had lifted from his mind,  
A burden wearisome, though undefined.  
And when, with sparkling eyes, they chant the  
lay  
Which tells the story of that happy day  
When on the street they sought the lady's trade,  
And found her but a pretty waiter-maid;  
Or else the lofty strains of "Upidee,"  
"The Mermaid" fair, "The Bull-dog" tragedy,  
Or "Mary's Lamb"—that bird of high renown,  
Whose name is sung in every college town—  
And scores of others (needless here to name)  
Which give the college glee deserved fame,—  
Then sympathetic thrills unbidden rise,  
And show themselves in bright and laughing  
eyes;  
The aged sire his youth again enjoys,  
And laughs, in kind approval, "Bless the boys;"  
The wise professor mingles with the throng,  
And likes the students better for their song;  
And maidens, fair in heart, in form, or face,  
Who hold in students' hearts a queenly place,  
With smiles and laughter, unrestrained and  
bright,  
Accept the offered homage with delight.  
The college glee is sometimes sweet and low—  
A serenade, a song of love or woe;  
And sometimes, full of sparkling wit and glee,  
It dashes, as a torrent to the sea,  
And drives from every heart its load of care,  
To leave a little drop of pleasure there.  
Though college glee comes not from music's art,  
It springs a high-born son from music's heart;  
Long may it live, full worthy of its source,  
The truest joy in all a college course.

### EXCHANGES.

The *University Press* is a substantial sheet. Its articles are always on well-chosen subjects. The editorials, locals, personals, exchanges, book reviews, and *plows* swell its contents, making it larger than the average. We think there is room for improvement in the general arrangement of the matter.

The *Volante* for February has an excellent article upon "National Education." Its editorial department is good. The most noticeable feature of the *Volante* is its five pages of locals.

The *University Magazine* is one of

our best exchanges. The February number is exceptionally good. The articles in the literary department will repay careful reading. They are full of thought and are written in a pleasing style.

Our neighbor, the *Colby Echo*, makes us a call. The *Echo* is in good health and spirits. The contents are judiciously arranged, and come up to the average. But we venture the remark, that if each article, in point of literary merit, equalled the "Lapland Driving Song," the *Echo* would stand at the head of the long list of college papers. We consider this an exceedingly rare production.

The *Tyro*, our Canadian visitor, though not remarkably prepossessing in outward appearance, contains much that is interesting and instructive. The first article, "The Catacombs of Rome," gives an interesting account of their origin and construction. In the next article the author toward the latter part of it begins to fear he has been wandering. His fears were just. Take from the article the extract from Walter Scott and little would remain. The third article needs no comment. One would expect to find such an article in the *North American Review* rather than in a college magazine.

From *The Crimson* we get a good idea of affairs at Harvard. A large portion of the sheet is given to matters which immediately concern

the college. The articles are all short and to the point. The reader of the last number cannot fail to be pleased with the poems. They are bright, spirited, and bear the true college stamp. The editors announce the introduction of a column devoted exclusively to amateur sports. The article headed "Old College Rules," especially interests us. These are the rules in force at Harvard forty or fifty years ago. Here is the one in regard to attending theatrical amusements: "No person shall attend theatrical amusements in term time, under penalty of ten dollars fine for the first offence." Strange to say, we know of a New England college which has, at the present time, a rule precisely like this, except that the fine is fifteen instead of ten dollars.

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### CORRESPONDENCE.

[All our readers are requested to contribute to this department. Communications should be of interest to the students, courteous, and accompanied by the real, as well as the fictitious names of the writers.—EDS.]

We should have published the following letter in our last number, but were unable to do so on account of the delay of one day in its arrival:

LEIPSIC, GERMANY, JAN. 28, 1878.

*Editors of the Student:*

You ask me to write you, now and then, of events that transpire every day under my own eyes, declaring

that they will have a certain interest for your readers. From the wording of your request, I judge that you desire a light treatment of occurrences that bear the stamp of Germany upon them. Allow me, however, this time, to give you a sketch of certain doings that are not at all characteristic of the class from which they arose. For it is not often that German students are guilty of an excess of chivalry. Their surplus sprits usually find an outlet in drinking beer or fighting duels; but this time they manifested themselves in a very different way, as I will tell you. I give you the story as it comes from the mouths of students and from the local papers.

A favorite opera-singer at the Leipsic theater was unable, from physical weakness, to attend a rehearsal of a certain afternoon last week. In reply to her announcement of that fact, the director of the theatre sent her a warning that unless she appeared, she would be punished by the withholding of a month's salary (\$125.00). This the director had a legal right to do, inasmuch as the lady had failed to send him a physician's certificate of her inability to be present, before noon of the day of rehearsal. What made the matter more complicated was, on the one hand, that it was only the rehearsal that she refused to attend, promising to be ready for the evening performance;

and, on the other, that the management of the theater had been to great expense to bring out the opera well, having secured a star from Darmstadt to take the principal part. Without the rehearsal, the opera could not be given; without Frau Lissmann there could be no rehearsal. But Frau Lissmann was ill, and no anxiety or disappointment on the part of the theater managers should have made them overlook that fact. But they did overlook it, and when it came out that the trouble arising from the rehearsal affair had ended in her dismissal from the theatre, there were many expressions of indignation among a large part of the Leipsic public; especially, however, did some of the students feel themselves called upon, as true knights, to come to the defence of the injured lady.

On the night succeeding that of her dismissal, Lessing's *Nathan der Weise* was produced, with the director, Dr. Förster, in the title role. Hot as their rage against him was, and opportune as the time for displaying it seemed to be, yet the students refrained from all offensive demonstrations out of respect for the young actress who had the part of Recha in the same play. And, as a tribute to great dramatic power, it is said that Dr. Förster's superb acting brought down storms of applause, which was nowhere more hearty than in the students' seats.

Next night, last Friday, the managers brought out the very opera in which Frau Lissmann was to have appeared two days before. A number of old favorites were in the cast, but the repressed anger of young Leipsic could remain repressed no longer. About four hundred students were in the house, filling the students' seats and running over into the galleries. The moment the curtain rose, such a burst of hisses and cat-calls started up from every quarter that it was impossible for the singers to be heard. It was not till a large force of police had been stationed all through the house that any decent order could be restored.

It now appears that one enterprising fellow, a Baron, hired twelve city porters to go into the second gallery and make as much noise as they were capable of. It was a very strange freak for German students to take, and the general sentiment of University men naturally condemns it as scandalous. What action the University authorities will take in the matter does not yet transpire. Perhaps I can inform you of that at another time. Meanwhile be warned, once more, against accepting this as a characteristic action of the Leipsic students. It is so remarkable that it will be referred to for years to come as one of those student uprisings that cannot be accounted for. One of the local art critics has put it: "Leipzig no longer deserves to be called the patron city of music,

since the disgraceful proceedings of Friday night." However, it is not so bad as that.

Respectfully yours,

GEO. H. STOCKBRIDGE.

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### PERSONS AND THINGS.

The little brown cottage in Springfield, Ill., in which Mr. Lincoln lived before he went to Washington, still remains almost as he left it, furniture and all.

The sword that Victor Emanuel wore during the Campaign of 1859, has just been presented to the city of Turin. This sword bears these inscriptions: "Long live the Italian Republic." "To live free or die." The weapon was formerly used by Marshal Massena in the days of Napoleon I.

Longfellow has just completed his seventieth year; but he shows no sign of failing powers. "Keramos" together with the "White Czar" and other recent poems prove himself true to his own saying:

"For age is opportunity no less  
Than youth itself, though in another dress,  
And as the evening twilight fades away,  
The sky is filled with stars invisible by day."

President Chadbourne of Williams College in a recent paper on "College Government," states some facts which every college student and college faculty will do well to heed. He says: "There is no other community like college students, and

therefore no government for other communities can be our guide. . . . Students, in general, are at that age when they are full of animal spirits, strong and buoyant. . . . They think that the world would go right if they could direct it. And after all the fine things said about the nobleness and generosity of youth, you must not expect to find these qualities among college students, as you will find them among these same men ten or twenty years after graduation,—when they have found out how hard this world is, and how patient we ought to be with our fellows. It is then, only, that they begin to realize the kindness and patience that bore with them in their early mistakes."

—◆◆◆—

### LOCALS.

Good —

All here.

Vacation of ten days.

Term closes March 29th.

Old Nick has made the best bowl.

Ye merry 'mokers are small in numbers.

Great improvement—The plank walks in front of P. H.

Only two "red heads" among our students, and not one red nose.

The late State election in New Hampshire called home many of our "Granite State" boys.

There is at present the largest attendance of students ever at Bates.

Senior Public Exhibition will occur Friday evening, March 29th, at College Chapel.

The base-ball men exercise in the Gymnasium from three to four o'clock each day.

The Library of the Eurosophian Literary Society has lately been increased by the addition of several volumes.

Washington's birthday gave the students a dignity. What a pity the other Presidents couldn't have a birthday!

Prof. Stanley has frequently substituted recitations for lectures to the Juniors, which causes considerable dissatisfaction.

The B. C. C. A. hold prayer meetings every Wednesday evening from 7 to 8 o'clock, and Sunday afternoon from 4 to 5 o'clock.

The hearts of the bowlers have been made to rejoice by the appearance of a new set of pins and balls for the bowling alley.

Sound financial ideas at Bates. The Polymnian Society recently discussed the Bland Silver Bill, and voted against it unanimously.

Prof.—"Can you multiply together concrete numbers?" Class are uncertain. Prof.—"What will be the product of five apples multiplied by six potatoes?" Fresh. (triumphantly)—"Hash!"

We hope that the morning devotional exercises can soon be conducted in the College Chapel, as the room below is now very much crowded.

With the exception of the June number, which will be delayed until after Commencement, the *STUDENT* will hereafter appear on the 20th of each month of the College year.

The annual Prize Declamations of the Sophomore class take place this week, at Main Street Free Baptist Church, a report of which will appear in the next number of the *STUDENT*.

We congratulate our neighbors upon the reception of Milton "on a bust." We doubt not that many of the Colbys are such connoisseurs of art that they can see the Devil right in John's eye.

A Freshman says he doesn't see any use in spending so much time in the study of Mathematics, when the Professor can't make any straighter path through the snow than other people.

The new dispensation has done away with the usual four weeks of Senior dignity immediately before Commencement. '78 is negotiating with the Faculty for its renewal. We sincerely wish '78 success in this movement.

More interest than usual is manifested in the Societies this term. Since our last issue the Polymnian has received Curtis and Cook, '81; and the Eurosophian, Jordan, '80. The

Polymnian Society will hold a public meeting early next term.

The College Choir at present is composed of the following members: B. S. Hurd, R. C. Gilbert, Tenors; J. F. Shattuck, H. E. Foss, Sopranos; W. C. Hobbs, W. B. Perkins, Altos; A. E. Tuttle, R. E. Gilkey, Basses; Miss M. K. Pike, Organist; F. O. Mower, Leader.

A Junior whose muscle is on the rise, recently requested a carpenter to turn him a pair of fifteen-pound Indian clubs. After looking him over from head to foot, the carpenter remarked, "You don't look like that." He evidently does not know the strength that lies in Tutt's muscle. We do.

Feb. 28th was observed as our Day of Prayer for Colleges. Recitations were suspended in the afternoon. Rev. Mr. Mariner, of Auburn, preached an excellent sermon in the College Chapel, from Prov. xx. 29: "The glory of young men is their strength." A prayer meeting was held in the evening.

The following "Notis" was actually posted up in a church not a hundred miles from this place. Any person desiring, can see the original draft by calling at the Sanctum:

"NOTIS

"Notis is hearby given that all terbakker yuzers and jor lifters, hoo make a spittune ov this flore air heerbie admonished and worned that fer eech and every aforsed yuse ov this flore, shal reseave the pennalty ov tue yers in pिरgatory, at hard werk at sweping flores,

"[Sind] BI THE SEXTUN."

A Soph translating the phrase, *femineis bubus*, mistaking *bubus* for *duobus*, rendered it "two women." Prof.—"Now look at that just one moment, Mr. H." Mr. H. (recollecting that *bubus* means oxen)—"Oh! female oxen." Sophs howl uproariously.

The Seniors have already engaged for Commencement Concert the services of Miss Annie Louise Cary, Contralto, and Miss Ella C. Lewis, Soprano, whose appearance here was so well greeted last winter. These names alone are a sufficient guarantee of an excellent concert.

In Political Economy, Professor, talking on the labor question, gives an illustration of a man that advertised for a gate-keeper at \$7 per week, and received several hundred answers, many of them from persons of respectability. Brassy Junior—"Rather a soft job, wasn't it, Professor?"

Through some misunderstanding (?) the class in Political Economy went to the Lecture Room while the Prof. went to the Recitation Room. After the five minutes were up Prof. and students went their several ways. Prof. congratulates himself on getting a cut on the class, and "will call it square." Class verdict: "So will we."

Since the last issue of the STUDENT an organ has been procured, new singing books have been provided, a choir has been chosen, and, as the result, we have witnessed a

marked improvement in the Chapel exercises. The doubtful singing of former times, characterized by "strike up" and "jine in," we have no more, and are thankful for the change.

The officers chosen by the Bates College Christian Association were as follows: Primarius, Prof. T. L. Angell; President, J. Q. Adams; Vice Presidents, F. H. Bartlett, M. C. Smart, H. M. Reynolds, W. B. Perkins; Corresponding Secretary, E. W. Given; Recording Secretary J. H. Heald; Standing Committee, C. E. Brockway and F. D. George, '78, R. F. Johonnett and F. P. Otis, '79, C. A. Holbrook and D. W. Davis, '80, B. S. Rideout and C. W. Williams, '81.

At a recent meeting of Bates Base-Ball Association a committee composed of J. W. Hutchins, T. M. Lombard, and W. A. Hoyt, reported the following names as candidates for the first nine: T. M. Lombard, A. E. Tuttle, E. W. Given, W. E. Ranger, W. A. Hoyt, A. L. Woods, C. P. Sanborn, F. H. Wilbur, H. E. Foss, H. B. Nevens, J. H. Parsons, E. D. Rowell. Hoyt having resigned E. E. Richards was appointed in his place. A Director of the Gymnasium work has been chosen, and the members of the nine are required to take a certain amount of exercise daily.

First Soph (who has just made flunk in Trig.)—"I now know how to sympathize with Chaucer in



finding trouble with Mathematics." Second Soph—"How do you know that Chaucer had trouble with Mathematics?" First Soph—"Because he says in one place,

'Cosine mine,  
Of all our strife, God wot, the fruit is thine.'

Three Juniors coming up the street meet five or six little urchins. First Junior—"Young fellers, why don't you brace up?" Second Junior—"You want to brace from way back." First Gamin—"Let's go for 'em." Second Gamin—"No, them's college fellers; they never warred on us; let 'em go." Juniors feel relieved.

If there is one object, which, more than another, ought to be made a public nuisance—an object wherein lurks all manner of deceit, which is designed only to entrap the unsuspecting, and which is peculiar for

"Ways that are dark  
And tricks that are vain"—

that object is a sign left hanging after its owner has gone away.

"And the same  
We would rise to explain."

A worthy Junior sallied forth one afternoon last week to get a saw filed. He looked at all the signs as he passed along, and, down on Main street, he saw a sign that said, "Saws filed here," and bore a hand pointing up a flight of stairs. "*Eureka*," he cried, and dashing up, bolted into the door at the head of the stairs. He afterward said that the room didn't look much like a shop for filing saws but more like a

dwelling place. As there was no one in the room, our Junior, all unsuspecting, with saw in hand, pushed through and opened another door. Shade of Venus! he found himself in a young lady's *boudoir*. A beautiful maid arose and came toward him. Confusion seized upon him. Nearer. The sweat began to ooze from his brow. Nearer yet. The situation became critical. With a frantic effort he broke the spell, and putting on a most idiotic look, roared in stentorian tones, "Do ye file saws here?" "And then he vanished." Hence this local, hence the above remark on signs.

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## OTHER COLLEGES.

### AMHERST.

President Seelye, of Amherst, has lately been made a member of the Philosophical Society of Great Britain.

The first game with Harvard will be played on Blake Field, May 29, and the second at Cambridge, June 12. Amherst will meet Yale at New Haven, June 4, and the return game will be played on Blake Field, June 22. If other games are necessary, arrangements will be made hereafter.

### COLUMBIA.

Of 462 students at Columbia College Law School, 255 are college graduates.

Colored students are debarred from entering the Medical School of Columbia College.

The Trustees of Columbia, since 1872, have made an annual appropriation of \$1000, and since 1877 have increased it to \$1250, "for the encouragement of the exercise of rowing among the students of Columbia."

## HARVARD.

The receipts of Harvard for 1877 were more than \$550,000, and the expenses not quite \$500,000—leaving a balance of \$50,000 exclusive of gifts and legacies.

It is proposed by the Natural History Society to cruise for a couple of days during the spring in Massachusetts Bay, to perform some practical experiments with the dredging apparatus.

Of the Harvard examination papers Charles Francis Adams, himself a Harvard man, says: "They are a disgrace to the man who prepared them, and an outrage to the student who is submitted to a process of examining which would be a barbarity if applied to a Turkey. A candidate for admission to Harvard must go through 22 examination papers that are made up of tricks."

## YALE.

Rand is coaching the Freshman crew.

A daily has been started called the *News*.

The entertainment for the benefit of the navy took place Feb. 16.

At a meeting of the Y. U. B. B. C., Morgan's resignation was accepted and Dormer elected captain.

## MISCELLANEOUS.

The two colleges of Alabama have each about 200 students.

Pres. Bascom of Wisconsin University has issued a work on "Comparative Psychology."

It has been decided to abolish the Commencement exercises at the University of Michigan.

Presidents Barnard, McCosh, Eliot and Chancellor Crosby are opposed to the proposition for a national university.

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 CLIPPINGS.

"Miss, could you ever love a beast?" "Am I to consider that in the light of a proposal?"

Latest pun from Wellesley. A young lady who has recitation immediately after Chapel—"I wish I didn't have to carry so many books to Chapel. I feel more like a beast of burden than a beast of pray."—*Courant*.

A Freshman, who bears the name of an Amherst soap dealer, received a letter the other day from a Springfield soap manufacturer, requesting him to leave his bones at Northampton, and enclosing a price list of soaps which he would furnish at low rates. A chance to invest in soap for private use, Freshie!—*Ex*.

The following lines (*Æn.* II., 1, 2.):

"Conticuere omnes, intentique ora tenebant.  
Inde toro pater Æneas sic orsus ab alto,"

were translated by an Amherst graduate of '77 (whose name we would not *Record* in our pages), as follows: "All were sitting and holding tight (*intenti*) on to the oars (*ora*); then Father Æneas rising on the top of wave (*alto*), etc."

James Boswell, distinguished for his humor and power of repartee, was one day pleading at the Scotch bar before his father, Lord Anchinleck, who was at that time "Ordinary on the Bills." The testy old Senator becoming offended at something his son said, peevishly exclaimed, "Jamie, ye're an ass, man." "Not exactly, my lord," answered the junior, "Only a colt the foal of an ass."

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### 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.]

'68.—At the recent election in this city, Prof. G. C. Chase was elected School Committee from Ward One.

'71.—G. W. Flint has a fine situation as Principal of the High School at Collinsville, Conn., where he has labored for four years with marked success.

'72.—Rev. C. A. Bickford has resigned the pastorate of the Greenwich Street Church at Providence, R. I., to take effect March 31st.

'72.—G. H. Stockbridge has concluded to remain another year at Leipsic, Germany, and will complete a three years' course in that University.

'74.—F. T. Crommett has a flourishing law business at So. Paris, Me., in partnership with G. A. Wilson.

'76.—D. J. Callahan has been re-elected as one of the Board of Aldermen of this city, and has been chosen its President.

'76.—J. H. Huntington is associated with Thomas Hale in publishing the "Republican Observer," at White River Junction, Vt.

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

'76.—Horatio Woodbury, having met with excellent success as Principal of Lincoln High School, has been engaged as Principal of Mattanawcook Academy of that place.

'77.—L. A. Burr has opened a select school at Johnstown, Pa. The prospects of the school are quite flattering, inasmuch as Johnstown is a city of 20,000 inhabitants and has no other school of the academic grade. Mr. Burr is a teacher of large experience and unusual success, and his rare abilities and faithfulness well deserve the fine outlook before him.

'80.—H. M. Reynolds has resigned his position as teacher of Elocution and Rhetoric in Nichols Latin School, and has accepted a situation as a teacher in Lewiston High School.

# BATES COLLEGE.

## FACULTY OF INSTRUCTION AND GOVERNMENT.

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

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Students contemplating the Christian ministry receive assistance every year of the course.

## THEOLOGICAL SCHOOL.

This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

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