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VOL. V.

OCTOBER, 1877.

No. 8.

THE
BATES STUDENT.

A MONTHLY MAGAZINE,

Published by the Class of '78.

EDITED BY FRANCIS O. MOWER AND J. WESLEY HUTCHINS.

BUSINESS MANAGER: FRANK H. BRIGGS.

CONTENTS.

| | |
|---|-----|
| A Regulative Principle in Politics..... | 193 |
| Autumn (Poem)..... | 195 |
| The Mystery of Genius..... | 196 |
| The Value of Imagination to the Scientist..... | 197 |
| The Campus (Poem)..... | 199 |
| Causes and Effects of the Crusades..... | 201 |
| Witchcraft..... | 202 |
| EDITORS' PORTFOLIO..... | 205 |
| College Debating Societies..The New Board..Base-Ball..Notes..Exchanges. | |
| LOCALS..... | 214 |
| OTHER COLLEGES..... | 216 |
| CLIPPINGS..... | 217 |
| PERSONALS..... | 218 |

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A REGULATIVE PRINCIPLE IN POLITICS.

IN the history of nations two facts are boldly prominent: First, those governments which establish a regulating principle by which the growth of mind becomes progressive in its development, contribute most to the welfare of their people; second, the unity, greatness, and power of any nation depend upon this principle.

Now this regulating principle always directs a nation's power to the wisest ends; but the nations themselves have been slow in realizing its importance, and yet slower in providing measures for its lively activity among their common people; hence the efficiency of this principle varies with a nation's progress.

Russia, by the emancipation of her serfs, declared that all men must be free. Austria, though long subject and now subject to papal influence, declares that every school, convent,

and monastery within her borders, must be open for public inspection. England declares that she must have commercial relations with the whole world. Germany, too, has caught the spirit of the age, and now declares that every one of her children must spend seven years in the public schools.

In the United States we foster every form of mind-growth, but we neglect the regulating principle. We despise the ignorant man, but we do not educate him. We punish crime, but we do not remove the cause of crime. We make the union of States a vital point of national interest, but we leave out of the Constitution that principle of mind growth which is greater and more fundamental than the union of States, for on this principle the unity of any State depends.

It is, then, one of our constitu-

tional defects, that we neglect scholarship as a director of mind-growth, while as a qualification for legislative ability, scholarship is practically ignored by every American citizen.

As a result of this failure in national legislation, ignorance and fraud, intimidation and violence run riot in many parts of the country, and savage outrage upon peace-loving citizens becomes a glaring fact. This has recently been illustrated in Mississippi, where the Chisholm massacre must forever remain a shocking exponent of those ignorant, lawless communities, destitute alike of culture and of moral principle.

Now, contrast the anarchy of that State with the civil communities of other States, and the contrast shows that where anarchy and terror prevail, there ignorance much more prevails; while among prosperous and law-abiding communities scholarship and moral influence have their greatest power. Thus, ignorance becomes the one great national evil. Education becomes the one great remedy for that evil. Educate, then, the ignorant man, and thus shorten the time that he will sacrifice to passion and to appetite. Ought this evil to be removed? Then the people must be educated.

Again, the dearest privilege and the strongest power of every citizen lies in his right of suffrage. Is it, then, a public necessity for the Constitution to forbid this right to be ignorantly used, or to compel every

voter to have a wise comprehension of his privilege and power? Then an educational qualification for the right of suffrage is also a public necessity. "But," says the grey-haired ignoramus, "will you establish an educational aristocracy, and at the polls deny us that freedom, old and time-honored as our Republic?" Establish an educational aristocracy? Yes, an educational aristocracy. But an aristocracy to which all may become eligible. Deny you your freedom? Yes, deny you your freedom. But a freedom of a most vulgar kind. We would take from you that ignorant use of power by which third-rate politicians make you the innocent tools of their own selfish schemes. But we would give you in return that larger liberty, that nobler freedom, those higher progressive aspirations, which are the riches of the scholar and the choicest treasures of every civil community.

Long, indeed, has the need of a compulsory educational law been felt. Massachusetts loudly declares that laws compelling the prevention of evil are far more reasonable than laws for its punishment. Such laws give to the youthful mind a vigorous, progressive development. They give tone and moral earnestness to every public enterprise. They make scholarship a qualification for legislative ability. They make reason the righteous basis of every national transaction.

When we consider our country's resources, the mixture of her races, and the superiority of cultured, law-abiding communities over those where anarchy and terror are so sadly prevalent, we conclude that our unity as a republic, our power as a people, and our greatness as a nation will be best promoted by estab-

lishing that kind of regulating principle, which more than anything else must contribute to the material, intellectual, and moral well-being of the people, and which, framed into language, reads thus: An Educational Qualification for the Right of Suffrage.

AUTUMN.

THE autumn is here ; the summer is done ;
 More faint shine the beams of the low setting sun ;
 The cool breezes tell of the hastening on
 Of the time when the earth its white mantle must don.

The grapes, which for months have drank the sunshine,
 In rich purple clusters now hang on the vine ;
 And low droop the limbs of the fruit-laden trees,
 As the apples are swung to and fro by the breeze.

The asters, which now so gaily nod,
 And the glowing stalks of the golden-rod,
 Will soon lay by their purple and gold,
 And shivering stand, in the frost and cold.

Soon changed are the leaves to yellow and red,
 And over the ground bright-hued carpets are spread—
 But only to fade ; for the wind passing by,
 Though lightly it treads, leaves them brown and dry.

Many seeds were sown in the hopeful spring,
 Sunshine and rain did the summer bring ;
 And now, full white and in their prime,
 The fields await the harvest time.

To the autumn of life we all must come,
 When the glowing days of summer are done.
 As the seeds have been sown in the early spring,
 So the harvest shall be that our autumn will bring.

THE MYSTERY OF GENIUS.

DEFINE genius never so critically, genius is still *undefined* and *undefinable*. Circumstances may mould the tastes and disposition, but cannot give birth to genius. Industry and perseverance are needful to give it impetus, but cannot be made its synonyms.

The times do not make a man, though such a theory has advocates. There is a name standing among the first on the roll of genius—William Shakespeare. Some say the condition of the English language, the state of society in its civil and religious aspects, made him what he was. It is true that the spirit of the age in which Shakespeare lived, was favorable to his genius; but in that same age lived Beaumont, Fletcher, Jonson, and many others, who shone for a few brief hours, only to fade before the dazzling light of Shakespeare's genius. That light burns clear and clearer, through the mist of years, never to be extinguished.

It is said of Shakespeare, and said truly, "The one inscrutable force which no philosopher can fully explain, is Shakespeare himself." It is impossible, even in this age of wonders, to invent a recipe for making such men. The main-spring of life and motion to the wonderful mechanism of such minds is that mysterious thing, God-given, which we call genius.

Though we may not explain genius, we are quick to recognize it. The great hungry world is the best judge of it. None ever won immortality except from the people. Critics may sneer at a man's work, and condemn it; yet if that work satisfies a waiting, wanting people, it bears the stamp of genius.

Said Michael Angelo to a young sculptor, when asked to judge his work, "The light of the public square will test its value." A score of years ago, two musical artists from the old world made a tour through our country. The one was a great favorite with the critics; the other was denounced as a charlatan. The former was the better versed in the technicalities of his art; the latter, filled with the soul of his art, caught and held the ear of the people. *Vieux Temps* went home, with his "talent and education," and was forgotten. *Ole Bull*, with a genius amounting to inspiration, still charms us with the strains of pathos and of passion springing from his very soul.

The child of genius cannot understand his own powers. They seem something above and beyond him. The effect of his genius is seen and temporal; the cause is unseen and eternal.

The question was once put to Morse: "Is your invention any wonder to you, or is the wonder

worn off?" He replied, "The wonder to me is as fresh and strong as ever. I go into the telegraph office sometimes and watch the operators at their work, and the wonder all comes back; it seems to be set above me. I can hardly realize that it is my work; it seems as if another had done it through me."

Within a certain circumference, man is free; but beyond *that* is God, and man must do his allotted work. God *made* Burns write verses of unsurpassed tenderness and sweetness. Burns *could* also lead a sensual life, but he must write. Raphael was *elected* to paint pictures, Michael Angelo to give life to the cold marble, Haydn and Handel to ravish the ear with harmony; though each had power to make his life beautiful or miserable.

Perhaps in no field is genius *better* displayed than in the field of literature. Pigments will fade; marble will crumble; music is but a burst of harmony and then is gone. Words outlive them all. They are the mystery of mysteries. Some one has called them "the very nothing out of which God spoke creation into being." Thus when the child of genius makes use of words to embody his thought, he comes nearest the workings of the Creator.

An eminent writer says that two gifts must always go to genius: "the thought and the publication." In the first, which is revelation, lies the miracle, and no repetition can make it familiar. It is a message from the heart of God; and he to whom that message comes must give it utterance.

THE VALUE OF IMAGINATION TO THE SCIENTIST.

DURING the infancy of knowledge, imagination was the ruling element in the three great departments of human thought, viz.: Theology, Poetry, and Science. In the theology of to-day its influence is weakened by revelation. In poetry it remains supreme and always must. But in science it is regarded by some as a faculty full of danger. Yet such men as Tyndall, Huxley, Agassiz, and Owen claim that imagin-

ation is a powerful auxiliary in every department of scientific research.

But what is imagination? It is that faculty, guided by reason and judgment, by which we unite the products of experience and observation into new combinations. And what is the work of the scientist? Simply this: The systematic interpretation of nature. Now this work of interpretation is accomplished mainly by means of discovery and

classification. Hence if imagination is valuable to the scientist anywhere, it must be in one or both of these departments of his labor.

If we look at the page of an open book, we find that we can classify every word. We call them nouns, verbs, adjectives, and so on. A noun brings before the mind's eye the picture of some object. The word house brings the picture of a building used for human habitation. Why? Because all through our lives we have distinguished buildings used for this purpose, as houses. And now, at sight or sound of the word, the imagination instantly siezes the two elements, a building and its use, and puts before the mental vision the corresponding picture. If no picture came the word would be utterly meaningless.

We may call nouns one of the word-families. Its characteristic is that it brings to mind the picture of an object. But upon our ability to make the picture, depends our power to classify the word. This ability lies solely in the imagination. Hence without imagination the classification would be absolutely impossible.

In the domain of the botanist the same principle prevails. Every family of plants is characterized by a mental image peculiar to itself. This image the scientist calls the type. The elements of this picture were gathered by observation. The picture itself is the work of the

imagination. Take away this type, and you destroy the possibility of a complete classification. But with the mental picture safe, every flower becomes an embodied thought. Looking behind the flower the scientist sees only the type, and by means of this "second sight," unerringly classifies the plant. In every department of natural history the same law prevails. Hence without imagination classification would be limited to the very few objects which could be brought together before the eye.

The second great department of scientific labor is that of discovery. And here, certainly, imagination is of the utmost value. "Indeed," says Porter, "without an active imagination philosophical invention and discovery are impossible," for "to invent or discover is always to recombine." Trace back the history of the steam engine, and you come to the imaginative brain of James Watt. Trace back the history of any invention, and long before its existence in fact, you find it living in thought. Now the self-same element that renders imagination possible, enables the scientist to discover the laws, conditions, and agencies of nature. For hundreds of years the real motions of the heavenly bodies were involved in mystery. But at length John Kepler, a man of vivid imagination, declared that nothing save elliptical orbits could meet the conditions of the problem. From that moment

half the difficulty was removed. A few years later the fall of an apple cleared up the whole mystery. And the magnificent imagination of Newton, leaping, at a single bound, "from the falling apple to a falling moon," declared the universality of the law of gravity.

But if, in the discovery of laws, imagination is omnipresent, in the discovery of causes it is well-nigh omnipotent. The cause of light long escaped the most careful and delicate experiments. It has lately been discovered by imaginative reasoning. The same power discovered and located planets long before any telescope had revealed them. It has, moreover, laid bare the sources of the lightning's power, and literally compelled the winds to declare whence they come and whither they go.

But all-important as these grand achievements of the imagination

appear, there is another still grander. There is an old and revered story, that tells how a nation once escaped from the bonds of slavery to a rich and fertile promised land. Throughout a long and terrible journey they followed, by day, a guiding cloud. But in the darkness and doubt of night they were kept in the way by a pillar of fire. Thus miraculously led, they at last found freedom, rest, and homes in the promised land. To the true scientist imagination is that pillar of fire. All through the dark night of uncertainty and doubt it shines for him with a clear, unchanging light. Amidst all the errors and blunders of human weakness, it points his way to celestial truth. And out of the shackles of unbelief, it gently leads him, step by step, into the realm of eternal promise, up to the feet of the Great First Cause.

THE CAMPUS.

ONCE more amid these pleasant shades
The passing years have found me;
But time and change have left their touch
On every thing around me.

These waving trees that crowd the walks
Have wider grown and bolder,
And, like the friends of other years,
Are slowly growing older.

I glance within the halls above,
But strangers' faces meet me,
And only here and there I find
A friend who comes to greet me.

Last night I saw the halls re-lit,
And thronged with youth and pleasure ;
And hearts and hopes were glowing bright
As stars in purest azure.

But strange were all those hearts to me,—
Those groups so joyous-hearted.
The friends I met in other years
Were all, alas, departed !

Through many varied fields they roam,
Now separated ever ;
For some have gone to distant lands,
Some to the bright Forever !

And here I sit and ponder o'er
The days now lost and faded,
And every smile that comes to me
Seems now in sadness shaded.

There's not a breeze with cooling breast
That rustles through the clover,
But whispers softly as it goes :
Our college days are over.

The boughs that wave in every gale,
The leaves that sigh and quiver,
Repeat again the old, old tale :
The past is gone forever.

I know not why these shadows fall
Across my soul's sad portal,
For there are scenes that crowd those years
That make them all immortal.

But memory, as she takes her flight
Into those past dominions,

Comes hovering back into the ark
On sad and drooping pinions.

Farewell! farewell, ye shady walks—
Sad visions that surround me;
For time and change have left their touch
On every thing around me.

—*Ex.*

CAUSES AND EFFECTS OF THE CRUSADES.

HABITS of thought cherished for ages by a nation cannot be eradicated in a moment. When the purely spiritual religion of Christ became by degrees the religion of the Roman Empire, it was tainted by the materialistic spirit of the former religion; especially by a tendency—the characteristic of all heathen religions—of localizing the personal history of the founder of their faith and of ascribing sacred attributes to places associated with his life. Thus it was that Jerusalem—the scene of the Saviour's passion and death—became the cynosure and Mecca of Christendom, whither for centuries pilgrims flocked to show their devotion and to obtain remission of sins. The first important interruption of peaceful pilgrimage was the capture of Jerusalem, in the eleventh century, by the Seljukian Turks. This disaster, aggravated as it was by the wanton cruelty of the conquerors, aroused

a fierce indignation in the hearts of that ignorant and warlike period. "The church of Christ was in the bloody grasp of the infidel." The blind frenzy of the people needed only guidance to hurl itself upon the Moslem hosts. But in the perils and hardships of such an expedition, this enthusiasm would quickly subside. A higher and more binding motive was needed, and was furnished when, at the Council of Clermont, Urban II. gave to the enterprise the solemn sanction of the church.

Thus were inaugurated a series of wars that so greatly affected the destiny and civilization of all Europe. Of these, the underlying causes were ignorance, superstition, and fanatic zeal, based on a misconception or rather an entire disregard of the teachings of Christ, and fanned to a white heat, it may be, by the ambition of princes and prelates. And, doubtless, the war-

like spirit of the age made their accomplishment more possible.

In their object, the establishment of an Eastern kingdom, the Crusades were an utter failure, but they resulted in real and lasting benefits to the world, of which their instigators never dreamed.

With more intimate acquaintance with nations and their productions, a new stimulus was given to commercial enterprise. The sight of the masterpieces of Grecian art awoke emulous longings in the breasts of Western artists; while interchange of thought with other nations aroused Europe to a partial sense of the dignity of the human mind, and enlarged the hitherto contracted sphere of science.

Chivalry became more ennobled by the higher motives offered to the knightly class; as is shown by their vow of poverty, chastity, and defense of the helpless. The political changes wrought by the Crusades were direct and significant. Costly retinues and equipments impover-

ished the nobility, and many of their vassals, serving a higher authority, broke all allegiance; while all were imbued with a restless longing for liberty. King and people, from a common interest, allied themselves against the nobility. And, by degrees, this alliance served to break down the feudal system, to abolish serfdom, and to substitute for irresponsible despotism an equitable system of laws. So that the general political tendency of the Crusades was toward central government and civil liberty. The resources of the church were multiplied and the temporal power of the pope was increased by the necessary assumption of royal prerogatives. But the ascendancy of the church was such as to exalt religious zeal to gloomy fanaticism. With all the baneful effects of the Crusades, through them were developed the germs of all that distinguishes the present with its advancement of culture, from the middle ages which were shrouded in darkness.

WITCHCRAFT.

ACCORDING to history, witchcraft has existed in all ages of the world. Its development in the sixteenth and seventeenth centuries might seem to place it among modern delusions; but history tells us of its existence in the early periods of the

world. So prevalent was witchcraft in the early ages of the world, so opposing to truth and dishonoring to God, that, B. C. 1491, God said, "Thou shalt not suffer a witch to live." So prevalent was the practice of consulting witches that even

Saul, the King of Israel, enquired of the Witch of Endor the limit of his reign. The magicians and astrologers of Egypt, the sorcerers and evil spirits of Palestine, were simply coordinate with the subjects of this delusion.

In every case of witchcraft there are two parties, one who claims to be tormented and the other who is considered the tormenter. The subjects of witchcraft have always been young women or girls at a critical period of their development. Women of maturer years have rarely or never been the subjects of this delusion. Men are seldom its subjects, and strong-minded men, never. At the critical age of girlhood, the conscience and mind may become so haunted by viciousness and remorse, that the imagination, infected in its turn, gives outward reality to the image on the inward eye. The case of Theodoric, the murderer of Boëtius and Symmachus, is an illustration of the mind disordered by crime. Theodoric, while eating his dinner, thought he saw in the head of a fish Symmachus grinning at him in a horrible manner; thereupon he took to his bed and died soon after. The conscience of the murderer had become so haunted by the memory of the dreadful cries and appearance of his victim, that in a short time the imagination became diseased by the disordered state of the mind and produced an outward semblance of what existed in the mind. Thus the

mind in an unhealthy state and burdened by remorse may imagine itself tormented by every object which would seem to oppose the crime committed. Likewise, in the mind of the accuser of the witch, there may be found remorse which often takes the outward shape of some Satanic power, or of a human being who is characterized as a witch.

The delusion of witchcraft was formerly common to all classes, now it has for its victims only the ignorant. None thought to question its reality any more than we think to question the laws of gravitation. It was considered heretical in both Catholic and Protestant to deny its existence. Although antagonistic in almost every line of thought and action, yet they were united in persecuting witches. As modern science and liberality have often taught us the true interpretation of the Bible and its application to different ages of the world, so have they taught us the application of its truths in the treatment of the witch, by coming to her aid, by considering her no longer a criminal, and by taking away the terror of the delusion. All the wonderful transactions which the history of witchcraft relates, were believed during the sixteenth and by many even until the eighteenth century. From the fifth century to the seventeenth, witchcraft had so thoroughly permeated the public mind that everything beyond man's comprehension was attributed to the

Devil. Everything that was not readily seen to harmonize with the laws of nature was considered by superstitious minds to be controlled by a supernatural power. Among superstitious people witchcraft soon became a subterfuge for quacks and rogues. If a doctor has a case which baffles his skill, and he fears for his reputation, he immediately calls the minister to exorcise the bewitched. If a cow died suddenly or a horse became lame from some unknown cause, nearly all exclaimed, "It is the work of a witch," and then commences a search for the witch. All disreputable and secluded persons in the vicinity were suspected; they were carefully avoided as well as watched until sufficient evidence had been accumulated to declare the suspected a witch.

Witchcraft in its long reign has suffered much persecution. Its persecutions have not generally arisen from private individuals, but from governmental authority. The earliest persecution against witchcraft occurred in Southern France in the year 1300, where several persons were put to death. Persecution raged against witchcraft in nearly all the nations of Europe; and during the fifteenth century, thousands of witches perished by the foul hand of the persecutor, sustained by the statutes of the different nations. This delusion on our own shores

did not escape a persecution similar to that it had received in the old world, but was met with all the rigidity of which bigoted laws are capable. The execution of nineteen witches in Massachusetts during the year 1692, under Puritanical laws and opinions, is regarded as the most deplorable incident in American history. Enlightened Christianity of to-day can well look back upon her former record with shame. Considering the influence to which they were subject at that age, can we censure them? The Puritans migrated to America when there was hardly a doubt of the reality of witchcraft. They were, doubtless, the purest sect then known; yet it was but common for them to retain many of their errors. Coming out of the remnant of the dark ages, it was impossible for them to bring to this land less of error and more of truth.

The witches during their persecution were not without their advocates. Their advocates, at first, were few and timid, but as light and truth began to dawn, they were bolder and more numerous.

Among those in England who dared to oppose such cruel and useless persecution, were Peter of Abano, Chaucer, and Reginald Scot. In Germany a physician named Wierus fearlessly opposed public opinion by publishing a thorough analysis of the whole subject.

EDITORS' PORTFOLIO.

COLLEGE DEBATING SOCIETIES.

WE have been pleased to notice the zeal which has characterized our two literary societies thus far during the term; both have held unusually interesting meetings, and have received large accessions to their membership. We, who have been here longest, expect to see considerable interest manifested by the societies at the commencement of the fall term, in order that a favorable impression may be made upon the incoming class. Each society presents its most attractive programme, and the several members perform the parts assigned in a creditable manner. Did this interest display itself throughout the year, there would be no need of writing an article of this character; but it is well known that, in the past, a general spirit of apathy has come over both societies as soon as the last Freshman was secured; and that officers and members alike have settled down with an air of self-satisfaction, after their extra exertions, to "rest up" for the next fall's campaign. Such has been the practice in former times, and the question now is: Shall we allow the present interest to die out entirely,

or make an attempt to sustain the meetings during the whole year?

Of the practical value of society work, especially of the debates, to those engaging in it, no question can be raised. Nothing can be of higher importance to a person under a free government like ours, than a good thorough discipline in the art of extemporaneous speaking; and we shall be pardoned if we digress somewhat to speak of the propriety of making debates a part of the college curriculum. The popular mind is constantly agitated by questions of vital interest and practical importance, and no young man can justly claim to be educated without giving a portion of his time and thought to these questions: and for this reason we say that exercises in extemporaneous speaking should be an established part of our college course, the same as any other study. But, says one, should extemporaneous speaking be made compulsory? Why not? is it more distasteful to the ordinary student to be obliged to prepare for a fifteen minutes' debate, than to dig out forty or fifty lines in Sophocles daily, or memorize the formulæ in Calculus? But it was not our intetion to discuss, at length,

this particular phase of our subject. We simply call attention to the matter, hoping that others will take up the discussion and give us the benefit of their ideas through the columns of the *STUDENT*.

That the fruits of our society work have been meager will be apparent if we notice the scarcity of public exercises in the College. For the past three years only one prize debate has taken place. In our catalogue we find that three prizes are offered each year, to the Sophomore class, for excellence in public debate. Why do not classes take advantage of this, and give us the full number of public exercises? Simply because, in the absence of any special training in this department, they feel unable to do credit to themselves or to the institution. We understand, however, that the present Sophomores have arranged their debates for the year, the first of which takes place at the close of the present term. We hope they will carry out the programme in full, and that the public debates will become, hereafter, an established thing.

The question is often asked, How can the interest in the two societies be best maintained? It seems to us that there should exist a greater spirit of rivalry between them, and that any movement towards this end would be a step in the right direction. Why cannot each society hold at least one public meeting every term? This could not do otherwise

than to arouse the activities of the members, each of whom would do his utmost to make the meetings successful. A friendly competition would thus be secured.

One of the societies held a public meeting last term, and all the participants did themselves credit, in the presence of a large and appreciative audience. Will not the other society do the same this term? In other colleges there are frequently prize debates by representatives chosen from the different societies. Let the same be done here.

Finally, we would urge upon the Freshmen the importance of taking an active part, at once, in their respective societies. Graduates have frequently remarked to us that, were they to go over their course again, they would devote much more time to society work, especially to the debates. The present is yours; improve it.

THE NEW BOARD.

As the time is fast approaching when the present editors will bid a final farewell to "editorial life," and surrender the *STUDENT* into the hands of '79, we have thought it advisable to say a few words in regard to the selection of the new Board. Usually this has been delayed until very nearly the close of the term; and, as a consequence, there has always been more or less friction attending the editors' first efforts.

The present Editorial Board does not wish to be understood to advise or dictate in respect to the choice of the new one; but we think that the success of the STUDENT in the future demands a modification or change in the present system of elections. Many college papers are published by a Students' Association or stock company, and the editors as well as officers are chosen at a mass meeting of the students; others are conducted by the secret societies; while still others are published by a single class, in which case the editors are chosen by the class directly, or appointed by the Faculty.

At the time when the STUDENT was established, college journalism was not so distinctive a feature of American colleges as at present, and a brief existence was prophesied for the STUDENT. The Faculty contributed liberally to its financial support at first, as they have continued to do since, reserving the right to nominate all its editors and managers. This plan has been carried out in the main, but not without considerable feeling in respect to the nominations, which seems to increase with each succeeding class. It is evident that society prejudices and wire-pulling will manifest themselves more as the classes become larger, and that the present method of electing editors cannot be practiced much longer. Either the Faculty must appoint the editors direct, and they proceed at once to perform their duties; or the

class must carry on the elections independently of the Faculty. Nothing can be so prejudicial to the interests of the STUDENT as this "annual unpleasantness" in relation to choice of editors. Many think that as the class are responsible for the expense of printing, it should make its own choice of business manager, since it depends upon him, chiefly, whether the magazine is a financial success or not. We are inclined to think that the former method of choosing the editors would give better general satisfaction. The question, however, is open to discussion. We would say that if any aspire to a position on the editorial staff, they will repent of their "rash ambition" in "sackcloth and ashes," by the time they get firmly seated in the editorial chair.

The number of editors should be increased to at least four—most of our exchanges have double that number—and the work apportioned according to the adaptability of each. Everything, from the shortest local to the best literary article, should be critically read before it is sent to the printer; but where there are only two editors this cannot always be done, and hence articles, not unfrequently, are published which do no credit to the magazine or to the writer. Let four of the best men from '79 be placed upon the editorial staff, and, with the generous support which it is sure to receive from the

Alumni and undergraduates, we predict a prosperous future for the STUDENT.

BASE-BALL.

Our interest, as college students, in athletic sports, is far less than it should be. We hardly pretend to sustain any college sport except base-ball. And while other colleges, no larger than our own, support successfully base-ball, foot-ball, and boating, we surely ought not to fail in sustaining the single active athletic organization that we have—the "Base-Ball Association"—in a manner that would do honor to a much larger institution. Our present College nine seem eager to do all in their power to develop, by practice, the material we have; and if they could only have the sympathy and support of all the students, we need not doubt our success. But the mere expression of the desire of success will not bring it. Words are not very valuable currency in the payment of debts; and until the interest of the students is sufficient to place the financial condition of the Association on a firmer basis, we need only look for disappointment. Now what is wanted is that every member of the Freshman class, and the Sophs who have not already, shall connect themselves with the Association, and then, with a little effort, give an impulse toward success which may long be felt. With such an Association there would be

but a very little required from each member, and all would have an interest in its prosperity.

Bates vs. Lewistons.

The first game played by our nine since their organization this fall, was played on the Androscoggin grounds, Saturday forenoon, Oct. 6th. Their opponents were the Lewistons of this city. A large number of errors were made by each side, but the closeness of the score made the game one of considerable interest. The winning run for the Bates was brought in by a hard hit of Wilbur's to left field. Below is the score:

| BATES. | | | | | |
|----------------------|----|-----|------|----|----|
| | R. | 1B. | P.O. | A. | E. |
| Sanborn, 1st b. | 2 | 2 | 11 | 0 | 1 |
| Lombard, 3d b. | 1 | 1 | 2 | 3 | 3 |
| Wilbur, c. | 2 | 3 | 9 | 2 | 6 |
| Ranger, 2d b. | 1 | 0 | 3 | 2 | 2 |
| Given, p. | 0 | 0 | 0 | 4 | 0 |
| Lane, l. f. | 0 | 0 | 0 | 0 | 0 |
| Foss, s. s. | 1 | 0 | 1 | 2 | 3 |
| Parsons, r. f. | 0 | 0 | 1 | 0 | 0 |
| Richards, c. f. | 0 | 0 | 0 | 0 | 0 |
| | 7 | 6 | 27 | 13 | 15 |

| LEWISTONS. | | | | | |
|---------------------|----|-----|------|----|----|
| | R. | 1B. | P.O. | A. | E. |
| Minham, c. | 1 | 2 | 2 | 2 | 9 |
| Hanlon, l. f. | 1 | 2 | 1 | 1 | 0 |
| Sawyer, 3d b. | 1 | 1 | 3 | 0 | 2 |
| Stark, 2d b. | 1 | 0 | 3 | 7 | 2 |
| Collins, s. s. | 0 | 0 | 1 | 2 | 1 |
| Bolton, r. f. | 0 | 0 | 0 | 0 | 1 |
| Mahaney, p. | 1 | 0 | 1 | 2 | 0 |
| Lamey, 1st b. | 1 | 1 | 16 | 1 | 3 |
| Scruton, c. f. | 0 | 0 | 0 | 0 | 0 |
| | 6 | 6 | 27 | 15 | 18 |

| | | | | | | | | | |
|-----------------|---|---|---|---|---|---|---|---|-----|
| Innings | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Bates | 2 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 1—7 |
| Lewistons | 1 | 0 | 1 | 0 | 1 | 3 | 0 | 0 | 0—6 |

Three-base hits—Sawyer 1. Two-base hits—Hanlon 1, Sanborn 1. Double play—Foss and Ranger, 1.

Bates vs. Bowdoins.

As is well known, these nines had not met on the ball field for more than a year, so that considerable interest was manifested in this game. On May 20, 1876, the Bates won a victory over the Bowdoins by a score of 3 to 0. After that time, the Bowdoins, having everything to gain and nothing to lose, challenged the Bates to play at Brunswick, July 3, 1876, which game resulted 4 to 3 in favor of the Bowdoins. Since that time the best efforts of our manager have failed to secure a game with them, until now, after the graduation of '77. The reason of the Bowdoins' disinclination to play, as given by Bowdoin men, was that they did not care to play in the face of evident defeat. But this fall, with more hopes of success, they desired a game, and the Bates Association, not wishing to follow the example set by Bowdoin, and let another year go by without a trial, promptly accepted the challenge. Saturday, Oct. 20, the nines met on the Androscoggin grounds in this city,—the Bowdoins confident of success, the Bates desirous of trying their own strength. Both clubs were supported by large delegations of students. The grounds, owing to recent rains, were not in the best condition, but this did not interfere much with the playing. We give a synopsis of the game below:

First Inning.—Sanborn strikes

out. Lombard strikes fly to Record, out. Wilbur makes a magnificent two-baser into left field. Ranger follows with a base hit, giving Wilbur home. Given obtains first on error, and Ranger takes third on wild throw of Jacobs to second. Ranger and Given score. Buker obtains first on three balls, takes second on error of Jacobs, coming home on safe hit by Foss over short stop. Foss takes home on Parsons' two-base hit to left field. Hoyt obtains first on three balls. Sanborn makes safe hit, which gives Parsons home. Lombard out on fly to third. Bowdoins at bat: Jacobs gets first on error; is afterwards caught napping and put out on first. Smith gets first by safe hit. Phillips out on fly finely taken by Hoyt, who threw to second putting out Smith.

Second Inning.—Wilbur out on first. Ranger gets first by safe hit, and steals second. Given out on foul tip. Buker takes first on three balls. Foss sends a grounder to third, which Potter takes and puts out Ranger who is forced off second. Bowdoins at bat: Phillips out on fly to Parsons. Record struck to pitcher; out on first. Potter sends a grounder to Ranger, which is finely fielded to first, and retires.

Third Inning.—Given obtains first by error. Buker gets first on three balls. Foss knocks a fly to Record, who takes it and puts out Given on second, making a fine double play. Parsons gains first by

error of short stop. Sanborn strikes a foul which is taken by Swett on first. Bowdoins at bat: Maxcy out on a foul fly to Wilbur. Swett retires on three strikes. Hitchcock sent a grounder to Ranger, who fielded it to first, putting out the runner.

Fourth Inning.—Lombard obtains first by safe hit, but is put out at second by a throw of Phillips. Wilbur sends a roller to Record and is put out at first. Ranger sends a grounder to first and retires. Bowdoins at bat: Bourne out on three strikes. Jacobs sends a grounder to Ranger and is put out at first. Smith gains his first by error of Sanborn. Phillips sends a hot grounder to Ranger, who picks it up prettily but throws wild to first. Smith crosses the home plate amid cheers, giving the Bowdoins their first score, but Phillips is cut off at third by a long throw of Sanborn.

Fifth Inning.—Given gets first by safe hit. Buker out on a fly to Record. Foss gets first on Maxcy's error, and Given takes third. Parsons strikes a grounder to Record and is put out on first, and Given scores. Hoyt out on a foul fly to first. Bowdoins at bat: Record is out on a high fly to Parsons. Potter gains first on Given's error. Maxcy obtains first through Hoyt's error, and Potter takes home, making the second and last score for the Bowdoins. Swett strikes out. Hitchcock out on foul fly to Wilbur.

Sixth Inning.—Sanborn sends a swift grounder through third baseman and obtains 1st. Lombard strikes to Record and is put out at first. Wilbur strikes a fly which is captured by center fielder. Ranger sends a roller to first, out. Bowdoins at bat: Bourne out on fly to Ranger. Jacobs out on first by ball fielded by short stop. Smith strikes out.

Seventh Inning.—Given obtains first by wild throw of Phillips. Buker strikes out. Foss makes safe base hit, while Given scores. Parsons out on fly to Phillips. Hoyt strikes a foul which is taken on the bound by third baseman. Bowdoins at bat: Phillips out on a fly to Ranger. Record sends a grounder to second and is put out on first. Potter strikes to Foss, who picks it up and throws wild to first, and Potter passes round to third. Maxcy out on foul bound to Lombard.

Eighth Inning.—Sanborn out by fly to Bourne. Lombard and Wilbur were put out at first by balls from Bourne and Record. Bowdoins at bat: Swett retires on three strikes. Hitchcock obtains first by safe hit, and steals second. Bourne follows with another safe hit, and Hitchcock takes third. Jacobs sends a liner to third, which Lombard takes and puts out Hitchcock, making a fine double play.

Ninth Inning.—Ranger is put out at first by ball from Phillips. Given out on fly to Record. Buker strikes

out. Bowdoins at bat: Bourne knocks a fly to Sanborn. Jacobs sends a grounder to short stop and is put out at first. Smith retires at first by throw from Wilbur.

BATES.

| | R. | 1B. | P.O. | A. | E. |
|----------------------|----|-----|------|----|----|
| Sanborn, 1st b. | 0 | 1 | 10 | 1 | 1 |
| Lombard, 3d b. | 0 | 1 | 4 | 1 | 0 |
| Wilbur, c. | 1 | 1 | 7 | 1 | 2 |
| Ranger, 2d b. | 1 | 2 | 3 | 4 | 1 |
| Given, p. | 3 | 1 | 0 | 2 | 2 |
| Buker, l. f. | 1 | 0 | 0 | 0 | 0 |
| Foss, s. s. | 1 | 2 | 0 | 2 | 1 |
| Parsons, r. f. | 1 | 1 | 2 | 0 | 0 |
| Hoyt, c. f. | 0 | 0 | 1 | 0 | 2 |
| | 8 | 9 | 27 | 11 | 9 |

BOWDOINS.

| | R. | 1B. | P.O. | A. | E. | | | | |
|-----------------------|----|-----|------|----|----|---|---|---|----|
| Jacobs, c. | 0 | 0 | 4 | 0 | 4 | | | | |
| Smith, r. f. | 1 | 1 | 0 | 0 | 0 | | | | |
| Phillips, p. | 0 | 0 | 1 | 2 | 3 | | | | |
| Record, 2d b. | 0 | 0 | 6 | 6 | 1 | | | | |
| Potter, 3d b. | 1 | 0 | 3 | 1 | 1 | | | | |
| Maxey, c. f. | 0 | 0 | 1 | 0 | 2 | | | | |
| Swett, 1st b. | 0 | 0 | 11 | 2 | 0 | | | | |
| Hitchcock, l. f. | 0 | 1 | 0 | 0 | 0 | | | | |
| Bourne, s. s. | 0 | 1 | 1 | 1 | 4 | | | | |
| | 2 | 3 | 27 | 12 | 15 | | | | |
| Innings 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Bates 6 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | —8 |
| Bowdoins 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | —2 |

Two-base hits—Wilbur 1, Parsons 1. Bases given on called balls—Phillips 5, Given 0. Double plays—Bates: Lombard 1, Hoyt and Ranger 1; Bowdoins: Record 1, Record and Swett 1. Struck out—Bates 3; Bowdoins 6. Time of Game—1 hour 35 minutes. Umpire—H. W. Oakes. Scorers—Bates, F. H. Briggs; Bowdoins, H. B. Wilson.

NOTES.

Perhaps in no more convenient way can support be given our college paper than by patronizing our advertisers, those who want the college trade, and who take this means to express it. The "STUDENT" is our college paper; it belongs to us, as students, to make it a success or failure. Each class in

turn receiving it, is desirous to make the publication in their hands superior to that of the previous year, as a literary and a financial success, and is therefore anxious for the assistance of other classes both in furnishing literary articles and in paying our obligations to those who favor us with their advertisements. Again, only the first-class houses are represented in these advertising pages, and by trading with them you are patronizing the best firms and also in a measure benefiting the magazine which is soon to be yours. We write this item for the especial benefit of the class of '81, who have not yet learned the universal custom of the students. Upper-classmen will please consider this as a reminder of their duty, and we hope that it will have a little influence with the Theologues and Sub-Freshmen.

The new catalogues for 1877-8, have just been issued. They show the College in quite a flourishing condition, although it is somewhat embarrassed financially. Some changes have been made in the various boards of government, and the number of the examining committee has been changed from three to five.

The Faculty has 11 members. The Senior class numbers 19, the Junior 20, the Sophomore 33, the Freshman 52, making a total of 124 pursuing the regular course. In the Theological department the Senior class numbers 6, Middle class 5, and

Junior class 6, or a total of 17, which together with those in the regular course makes the number of students at our College, 141.

The requirements for admission and the courses of study are about the same as last year. The needs of the College as stated in the catalogue are only too apparent. As the number of students increase, the necessity of more buildings and more suitable appliances none will deny. The lack of dormitories is breaking up the bond of college life, which is one of the most important means of education given the college student; and the lack of endowed professorships restricts elective courses of study. We hope that ere long these wants may all be supplied.

The annual Prize Declamations of the first division of the Freshman class occurred at the College Chapel, Friday evening, Oct. 19th. Music was furnished by Ballard's Orchestra. Prayer was offered by Rev. A. P. Tinker of Auburn. Prof. Hayes presided. Below is the programme:

- | | | |
|------------------------------|----------------------|--|
| | MUSIC. | |
| | PRAYER. | |
| | MUSIC. | |
| 1. Eulogy on Charles Sumner. | Curtis. | |
| | Daniel McGillicuddy. | |
| 2. The Exiles of Acadia. | Longfellow. | |
| | Miss E. J. Clark. | |
| 3. A Vision of Battle. | Dobell. | |
| | W. F. Gilman. | |
| | MUSIC. | |
| 4. America. | Phillips. | |
| | C. W. Williams. | |
| 5. Extract from Winthrop. | | |
| | H. E. Foss. | |
| 6. The Hungarian Revolution. | Kossuth. | |
| | G. E. Lowden. | |
| | MUSIC. | |
| 7. Poetry in War. | Robertson. | |
| | W. J. Brown. | |
| 8. Extract from Fitch. | | |
| | W. S. Hoyt. | |

- | | | |
|-------------------------------|------------------------|------------------|
| 9. Death of Hamilton. | Nott. | E. D. Rowell. |
| | MUSIC. | |
| 10. Maclaine's Child. | Mackey. | J. F. Shattuck. |
| 11. Eulogy on Daniel Webster. | Clark. | E. T. Pitts. |
| | | |
| 12. The March of Mind. | Loffland. | F. A. Twitchell. |
| | MUSIC. | |
| | Decision of Committee. | |
| | BENEDICTION. | |

The selections were all good, and were given in a manner creditable to the class. The Committee of Award selected Brown and Pitts to compete for the prize along with the last division.

Until too late for our last issue, we forgot the second chess game between Bates and Colby, which resulted in a victory for the latter, as seen below. The first game was won by Bates, Colby having resigned on the nineteenth move. The match is now closed and is therefore drawn.

COLBY—WHITE.

1. P—K 4
2. Kt—K B 3
3. P—Q 4
4. B—Q B 4
5. Castles.
6. P—Q B 3
7. Q Kt takes P
8. Q B—K Kt 5
9. B—K R 4
10. B—K Kt 3
11. Q Kt—Q 5
12. Q—Q Kt 3
13. Q takes B
14. Q—K R 5
15. B—K 2
16. K B—K Kt 2
17. P—Q Kt 4
18. P—Q R 4
19. P—Q R 5
20. P takes B
21. P takes B P
22. Q takes K Kt P
23. P takes Kt
24. Q—K 3 (ch)
25. Q R—Q sq.
26. Q—K 6 (ch)
27. P takes Q (ch)
28. R takes P (ch)
29. R—Q 5 (ch)
30. R takes R P
31. P—K B 3
32. P takes P (dis. ch)
33. P takes R

BATES—BLACK.

- P—K 4
- Kt—Q B 3
- P takes P
- B—Q B 4
- P—Q 3
- P takes P
- K Kt—K 2
- P—K B 3
- P—K Kt 4
- B—K Kt 5
- K Kt—K Kt 3
- B takes Kt
- R—K B sq.
- Q—Q 2
- Q Kt—Q 5
- Q—K B 2
- B—Q Kt 3
- P—K B 4
- P takes B
- Kt—Q Kt 4
- Kt takes P
- Kt takes Kt
- Q—K B 4
- K—Q 2
- P—K R 4
- Q takes Q
- K takes P
- K—B 4
- K—B 3
- R—K R sq.
- R takes R
- K—Kt 4
- K takes P

- | | |
|-------------------|-----------------|
| 34. R-Q R sq. | Kt-K 2 |
| 35. B-K B 2 | P-R 3 |
| 36. P-Q Kt 5 | P-R 4 |
| 37. R-R 4 | Kt-Q 4 |
| 38. P-K Kt 4 (ch) | K-Kt 3 |
| 39. B-K sq. | P-Kt 3 |
| 40. R-Q 4 | R-Q sq. |
| 41. P-R 4 | R-Q 2 |
| 42. B-Q 2 | Kt-K B 3 |
| 43. P-R 5 (ch) | K-B 2 |
| 44. R takes R | Kt takes R |
| 45. P-Kt 5 | P-R 5 |
| 46. B-Q B 3 | P-R 6 |
| 47. K-B 2 | Kt-B sq. |
| 48. K-K 3 | Kt-K 3 |
| 49. P-Kt 6 (ch) | Bates resigned. |

EXCHANGES.

Our table is literally loaded, this month, with college publications, some of which are new-comers inviting an exchange, others are old and always welcome visitors. Several, we notice, on coming into new hands, have changed their form and dress, usually for the better. Among these, the *Tufts Collegian* is printed in a smaller and more convenient form.

The *Wittenberger* has changed its style entirely, and is now published in magazine form; it is clothed in a cover of indescribable color, which we do not admire. The character of the contents remains about the same as before.

The *Lafayette College Journal* has also adopted a new cover, which is very pretty, but of altogether too heavy paper. It contains no essays, but devotes its whole space to items of local interest, and a good portion to personal notes.

The *Bowdoin Orient* criticises our poetry. It also has a poem containing this sentiment: "But a heap of school-books, old and torn;" and "that is all" the idea which that production contains. The *Orient's*

editorials are often of a braggart and egotistical style. We would remind them, as they do the *Cornell Era*, that Bowdoin "is not the center of the universe."

After one or two unsuccessful attempts, we have at last obtained a copy of the *Round Table*, published by the *Archæan Union*, of Beloit College. It is quite a neat sheet, but does not give as much room to editorial productions as would probably be of interest to its subscribers. We have placed its address on our exchange list.

The *College Courier* is another new comer, hailing from Monmouth College, Ill. Welcome! The editors, numbering only two, seem to be faithfully endeavoring to make their publication a true representative of their college and an interesting sheet to their Alumni.

Many times have we searched the pages of the *Georgetown College Journal* for something worthy of notice, but have only met with disappointment. What articles it does contain are on such topics as the history of some old priest or bishop who lived sometime in the Middle Ages, and has never been heard of since and never will again; or a sore-headed article against some one, or some institution which does not support its Catholicism and political views. "Candor compels us to" speak thus plainly. There is no danger, brother, that you will set the North River on fire.

LOCALS.

"I'm *flat*."

"Old Flunker."

Croquet is becoming decidedly unpopular.

The Freshmen have chosen silver-blue as a class color.

The Seniors are taking Logic under Prof. Hayes.

Senior original declamations due Oct. 22; essays in criticism Nov. 12.

Warning to Freshmen: Spike down the windows of your recitation room.

F. H. Wilbur has been admitted to the class of '81, swelling its numbers to 52.

The Freshmen have finished reading Homer's *Odyssey*, and have begun Herodotus.

Prof.—"Mr. X., what do we get from the destructive distillation of wood?" Mr. X.—"Ashes."

The morning chapel exercises are now held in the smaller chapel, since that is more conveniently heated.

The Sophs in surveying are having considerable practice in field work under the direction of Prof. Rand.

A Freshman Quartette has been organized, consisting of the following members: 1st tenor, J. F. Shattuck; 2d tenor, W. C. Hobbs; 1st bass, C. E. Marr; 2d bass, R. E. Gilkey.

The '81 base-ball nine recently played with the High School nine of this city and beat them by a score of 8 to 1.

A 250-lb. Junior was lately heard to ask the Assistant Librarian for some work on "The Poetry of Mathematics."

The mail carrier leaves the College at 9 o'clock A.M. and 3.30 P.M.; and returning, arrives at 10 A.M. and 4.30 P.M.

W. E. Ranger has resigned the office of Treasurer of the Base-Ball Association, and D. W. Davis, '80, has been elected in his stead.

Chemistry Recitation: Prof.—"What is tartar emetic used for?" Student—"For dyeing, I think." Prof.—"Yes, for *dying* sometimes."

The recent change in the time of the afternoon recitation was a favorable occurrence for the Senior and Sophomore classes, each of which obtained a cut.

The Ladies' Social Circle connected with the Main Street Free Baptist Church gave the College boys a reception and free supper at the Church Vestries, Sept. 28th. The occasion was a very enjoyable one to all who attended. We take the liberty to here express the thanks of the students for the entertainment given.

Prof. in Rhetoricals to Freshmen —“ You need not think that because some of your essays are returned untouched, that they are perfect, but that they are too poor to merit remarks or correction.”

An endeavor has been made to revive the Foot-Ball Association, and an election of officers has been held with the following result: President, J. W. Hutchins; Secretary, F. D. George; Warden, C. E. Felch; Captains, C. F. Peaslee, A. E. Tuttle.

As the autumn frosts tinge the leaves with various colors, the view of the Campus is very pretty, especially from the summit of Mt. David, where the sight cannot but make one wish that a brother to Parker Hall were erected on the eastern side of the Chapel.

Conundrum proposed by an '81 man: “ Why cannot Freshmen make up a recitation from which the class has been excused, by receiving a lecture, as the Sophs do?” That Freshman may not be so desirous for Sophomore lectures when he learns that they are not always very complimentary to the Sophs.

The Eurosophian Literary Society has admitted the following members this term: '79—F. N. Kincaid, W. E. Lane, C. M. Sargent; '80—H. L. Merrill, J. W. Nichols, Misses L. W. Harris and E. H. Sawyer; '81—H. E. Coolidge, H. E. Foss, D. McGillicuddy, J. H. Parsons, W. B. Perkins, W. T. Perkins, E. T. Pitts, C. P. Sanborn. Miss L. W. Harris

and E. T. Pitts have been chosen editors of the society paper.

Scene—Lecture on Mechanics: Prof. is called from the room, requesting the class to proceed with the experiment under discussion, during his absence. . . . Prof. suddenly returns and finds that the class have resolved a part of his apparatus into a rail, on which they are giving a younger member a free ride over tables and benches. House comes down.

The Literary Societies are working with unusual activity this term. The Polymnian has added to its programme a new feature, and now has the monotony of literary exercises broken up by music. It has secured an organ to assist in this department. The society has considerable musical ability, and in this way the interest in the meetings is much increased.

The Polymnian Literary Society has admitted the following members this term: '78—A. M. Flag; '79—T. J. Bollin; '80—W. B. Ferguson, W. A. Hoyt, H. M. Reynolds; '81—W. J. Brown, O. H. Drake, F. C. Emerson, R. E. Gilkey, W. F. Gilman, W. C. Hobbs, J. E. Holton, W. S. Hoyt, C. E. Marr, C. L. McCleery, B. S. Rideout, H. S. Roberts, J. F. Shattuck, F. A. Twitchell, W. P. White, F. W. Wiggin, Misses E. J. Clark and M. K. Pike. Miss M. K. Pike has been elected to the editorial board of the society paper; and B. S. Rideout, Assistant Librarian.

OTHER COLLEGES.

Pennsylvania College Seniors wear grey plugs.

Princeton College Library now contains 37,000 volumes.

Harvard is to have a new dormitory building, costing \$180,000.

There are 400 colleges in the United States, with 3,700 professors.

Amherst has purchased the Shepard collection of minerals for \$40,000.

Five hundred and twenty-seven students are at Columbia Law School.

Fourteen hundred American graduates attend the German Universities.

It is proposed to make chapel exercises voluntary at Dartmouth this year.

Dartmouth has the award for college exhibits at the Centennial Exposition.

Madison University has now a total endowment of invested funds of \$405,000.

Trinity College is furnishing some five halls for the secret societies of that institution.

Cornell University Navy is in debt \$2,000, and the interest in boating has much abated.

Yale has recently come into a bequest of \$40,000, by the death of Mrs. Caroline M. Street.

Cornell has raised over \$1,300 for the purpose of sending a rowing crew to England.

President White has recently presented Cornell with six hundred medallions of foreign authors.

Oberlin forbids tobacco, liquors, and secret societies,—probably in deference to the ladies in attendance.

An Observatory is to be built at Princeton with a residence for Prof. Young attached, which with instruments is to cost \$25,000.

Vassar College rejoices in the possession of the Witthaus collection of shells, which is valued at \$25,000, and contains 5,000 species and 10,000 varieties.

Oxford University is one thousand years old, and has an annual income of one million dollars. It has a library of five hundred and twenty thousand volumes.

The following is a list of the number of Freshmen at various colleges: Harvard, 252; Yale, 209; Cornell, 147; Princeton, 132; Amherst, 105; Williams, 83; Lafayette, 77; Dartmouth, 70; Bowdoin, 55; Wesleyan, 53; Bates, 52; Colby, 50; University of New York, 50; Hamilton, 50; Smith, 50; Brown, 47; Trinity, 35; Middlebury, 25; Tufts, 20; Marietta, 20; Orono, 13.

CLIPPINGS.

Lecturer—"In those days Physics had no place as a science." Soph (*sotto voce*)—"Blessed were those days."

At the Art Gallery—a Reminiscence: Lady (with catalogue)—"No. 53, 'Eve Tempted.'" Gentleman (desirous to know the painter's name)—"Who by?" Lady (shocked at his ignorance)—"Why, by the Devil, of course!"

At the marriage of an Alabama widower, one of the servants was asked if his master would take a bridal tour. "Dunno, sah; when ole missis's alive he tuk a paddle to 'er; dunno if he take a bridle to de new one or not."

Junior—"I'll bet you can't repeat the Lord's Prayer." Soph—"I'll bet five dollars I can." Junior—"I take the bet; proceed." Soph—"Now I lay me down to sleep——" Junior—"There, there! the money is yours; I didn't think you knew it."

Junior translating—"Et divina opici rodebant carmina mures;" "And the divine songs of the barbarians wore away the walls." The originality of this young man is only equaled by that of a student at a fitting-school, who translated "Hic patriam vendidit aurum," "This one hung up his father by the ear."

Scene in Logic class: Juniора (modestly)—"Professor, in that case would A embrace U?" Prof.—"No, I would embrace U."

Class in Zoölogy. Prof.—"Man has no control over the muscles of his ears, therefore he cannot move them." Promising Senior—"But, Professor, I can move mine." Prof.—"Oh! well, most *jackasses* can." Senior refuses to be comforted.

The Socratic Method is thus irreverently explained by the N. Y. *Times*: S.—"They tell me, O Alcibiades, that you have cut off your dog's tail." A.—"It is true, O Socrates; I did it with my little battle-axe." S.—"What is a dog? Is it not an animal with four legs and a tail?" A.—"You say truly." S.—"Then your dog is not a dog, for it is an animal with four legs, yet without a tail." A.—"I see that I must admit it." S.—"But you will also admit that neither among Greeks, nor yet among barbarians, is there any animal which, having four legs, has no tail." A.—"Again thou sayest what nobody denies of." S.—"How, then, can you claim that you have the very animal which does not exist?" A.—"By Zeus, I make no such claim." S.—"Then you see you have no dog."

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.]

'72.—J. A. Jones recently sailed for Europe, and will spend several months in England and Scotland.

'73.—C. H. Davis writes that his health has been much improved by his four years' residence in the West. P. O. address, Prescott, Wis.

'73.—E. R. Angell is Principal of the Academy at Derry, N. H.

'74.—H. H. Acterian, of the last graduating class of Bates Theological School, was ordained and installed pastor of the Free Baptist Church in West Falmouth, Me., on Tuesday, Oct. 16th. The ordination sermon was preached by Prof. Hayes.

'75.—J. H. Hutchins delivered the oration at the annual re-union of the Alumni of the High School, Dover, N. H.

'76.—C. S. Libby, former editor of the *STUDENT*, is studying law in the office of Frye, Cotton & White in this city.

'76.—Edward Whitney has succeeded J. O. Emerson, '76, as Principal of the High School at Milton Mills, N. H.

'76.—At the Supreme Judicial

Court at Auburn, Oct. 6th, W. C. Leavitt and I. C. Phillips were admitted to practice in the Courts of Maine. Messrs. Leavitt and Phillips are to prosecute their studies still further at the Law School of Boston University.

'77.—E. H. Besse has entered Bates Theological School, and is at present supplying the Free Baptist Church at Sabattus.

'77.—A. W. Potter is teaching the High School at West Waterville.

'77.—N. P. Noble is meeting with excellent success as Principal of the High School at Phillips.

'77.—J. K. Tomlinson has entered Bates Theological School.

'77.—B. T. Hathaway is teaching the High School at Gorham. We were pleased to receive a call from him at our sanctum recently.

'77.—Married, at South Boston, Mass., Sept. 29th, by Rev. B. Minard (formerly of '77), F. F. Phillips, of Lewiston, and Miss Julia A. Lyman, of Colebrook, N. H. P. O. address, Bolton, Mass.

'78.—F. H. Bartlett is filling the position as Classical Teacher in the Portland High School, made vacant by the death of M. A. Way, '74.

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|--|---|
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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.

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