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PRESIDENT GEORGE C. CHASE.
Editorial.

Our sister at Brunswick has recently witnessed an occasion such as has been possible to but few institutions in our country. What a sublime moment was hers, as upon the centennial of her birthday, she stood surrounded by her sons, and read in their faces the success of her past; as she looked back through the vista of an hundred years, and recalled others whose bodies have returned to dust, but whose voices will re-echo through all time to cheer and inspire mankind; as she turned from these magnificent testimonials of a work well done, and beheld, opening before her, a future of which the past seemed but the mere inception!

Our own institution, also, has just passed an epoch in its history. While we cannot claim for it so proud a past
as Bowdoin's friends can claim for their institution, yet we believe that, in its humble way, it has already accomplished something for humanity, something for God. Bates has graduated no popular statesmen, no great masters of literature; but she has produced a large number of live, energetic, able men, many of whom can trace their prosperity directly back to the benevolent influence of their Alma Mater as its source. Their loyalty testifies to their recognition of the obligation. In her struggle for development, Bates has need of the united support of her officers, alumni, students, and friends, and, knowing that she will receive this, we have the brightest hopes for her future. As we see the keys pass from the founder to his successor, we have faith to believe the ceremony symbolical of the transition from the period of struggle for existence to a period of growth and prosperity, which ever follow the wise beginning.

How refreshed we are after the summer vacation! We come back to college with new hopes and aspirations for the work of the term before us. We know in the weeks to come we shall find opportunities to profit by our previous failures and be more successful in our efforts. In short, we see the world in its brightest aspect.

When such interest is manifested at the beginning of a term, it is a deplorable fact that it should lessen as the term draws to a close. Recreation and pleasure should be so intermingled with study that at no time should our work seem a drag. And the majority of students do take a proper amount of recreation. But we all have noticed how our work accumulates at the end of the term. There are few of us who have not found ourselves two weeks before vacation with an essay to complete, a part to prepare for the society meeting, and the dreaded examinations to "plug" for, in addition to the daily recitations. That we may neglect none of these duties we curtail our pleasures, and when the term is over, instead of realizing the benefit we have derived from it, our feelings are of relief at being set free from study. Why should not the final examinations be supplanted by a written review every few weeks? In many of the fitting schools it is now done with good results. As the examinations are now, they are of little benefit. With an advance lesson each day, a great deal of ground is covered in a term's work, so that a final examination necessitates very hard study of a kind well expressed by the word "cramping." Such an examination is not so much a test of what a student has accomplished during the term as of how well he can remember the topics recently studied in preparation for this examination. But supposing every three or four weeks a written review were required, then very little time would be needed to prepare for it, if the daily recitations had been carefully studied. In such a case, the end of the term would be no harder than the beginning, and what is perhaps of more importance, the true progress of each student would be clearly shown.
THE college catalogue is supposed to state accurately the advantages of the college and give truthful information. Should a merchant advertise a certain article for sale and, not having such an article, try to palm off an inferior one for it, a candid man would unhesitatingly pronounce that merchant a falsifier. The present catalogue advertises to have work done in "Evidences of Christianity," followed by "Lectures on the Bible." The present classes have never been asked to do anything of the kind. Under the title "Gymnasium" we find the following: "Individual exercise is a part of the prescribed college work, and regular attendance is required." We hope this will be stricken from the new catalogue or else enforced. Under "Zoology" we find this statement: "Individual and class excursions are made to collect and identify the lower forms of life." One would naturally think that this study came in summer time, but as it is authentically reported that the Senior Class will take Zoology during the coming winter it would be a good thing to change this sentence; otherwise one may presume that snow-shoes will be provided and that 'Ninety-five will make individual and class excursions" for the purpose of collecting snow-fleas and hibernating ants. "Rank bills are sent to the parents or guardian of each student at the close of every term." We know of Seniors whose "parents or guardians" have never received the rank bills. Again we read, "No special students are admitted to any of the college classes." Nearly every class within our memory has had its parasites, who have enjoyed every privilege of matriculated students, with the enviable exceptions of paying "incidentals" and taking tests. Contrary to the method of the dishonest merchant we expect to see the coming catalogue contain this clause: "Hereafter special students will be admitted to any of the college classes," and some other changes made. Should the above clauses remain in the catalogue we trust they will not be dead letters.

We hear varied comments on the new arrangement of the recitations and rules of attendance. The general body of students express themselves as well pleased, but, as usual, it is hard to please every one. It seems to us that the new order of things is a marked improvement in several ways, and that there is no objection of serious consequence. There is no doubt that the student may have a little more work in the course of the term, and may have to exercise some self-control in regard to his study hours. But surely we are here to make the best possible use of our time, and not to do as little as we can. As to the self-control involved, the habit of doing one's work methodically is a valuable accomplishment, and one, moreover, that is none too common. The rules for attendance certainly fill a long-felt want. There has been in the past much carelessness among the students about attending recitations. The result has been a tremendous amount of "plugging" at examination time, and a very superficial knowledge of the study. By this course of action the student loses the
benefits of instruction. If there is no need of attending recitations, a man might as well buy the necessary books and take his college course at home. On the whole, it seems to us that the new arrangements will raise the standard of scholarship in Bates, and give our Alma Mater a higher place among the colleges of the country.

There are a few things which we would like to say to the incoming class about joining the various societies. The Athletic and the Reading-Room Associations, Y. M. C. A. and Y. W. C. A. have been established for the common good of the student body. They need and ask your support. There is no choice; you should join them as soon as possible, not “with indifference, and as a matter of custom,” but to enter heartily into the spirit of their work and thus to gain much pleasure and profit for yourself, while you also contribute to that of your fellow-students.

Again, there are the two literary societies. You doubtless have already had many invitations to join each of them. Here is a chance for you to exercise your personal choice. Both are good societies. In the past both have been of inestimable value to such of their members as have entered earnestly into their work. Ask any of the alumni or alumnae, and if they were faithful society workers they will tell you that in the name of their society lingers the memory of the most pleasant and profitable work, the most practical cultivation of any part of their college course; and if they were not, they will tell you of their regrets for their own loss and admonish you not to make the same sad mistake. Join one or the other as soon as you can make an unbiased and personal choice. Join for your own good, and work earnestly and faithfully for that end. Whichever society you join, begin to work immediately. If you feel that you cannot do as much and as well as some of the older members who have had several years’ experience, remember that they once felt the same way, and do everything that you can. Join one of these societies, then, to assume the ever-increasing responsibilities and to receive the ever-increasing advantages which it offers; and when four short years have rolled quickly by you will have no regrets for your action.

Literary.

The Disenchantment of the World.

By W. S. C. Russell, ’95.

Out of chaos the world was created. Changing, evolving, progressing for aeons under infinite laws it has reached its present condition. We have seen the tremendous forms of cyclopean strength groping through the hazes of the primeval world surrender to man. As with the physical world, so with the mental. We have seen the human mind, with acuteness surpassing the brute sufficiently to kindle a flame,
drift with the smoke of that first fire until it encircled the world and explored the realms of space.

How enshrouded in superstition was the world of Homer! A deity presided over everything, demanding universal homage. All this has changed. Zeus no longer thunders. Apollo speaks no more at Delphi. So with Rome; Mars has ceased to protect; Vesta’s fires have been extinguished. The myths and superstitions, formerly mingled with wisdom, have surrendered to Reason. Reason says there is but one God, that He is omnipotent, eternal; and civilization acquiesces. Step by step this change has been accomplished. The unreal has surrendered to the real; the finite has merged with the infinite; the moral and intellectual have drawn nearer to the Divine.

Civilizations reach their zenith and decline, but Phoenix-like from their ashes rises a higher, to conform with the law of universal progress. By every new transparency, every stripping off of a veil, wisdom has gained positively, infinitely. In the Dark Ages when it seemed that the primitive reign of ignorance would return, lo, the advent of Luther, Shakespeare, and Newton. Following swiftly in their footsteps came freedom of thought, literary culture and a deluge of scientific discoveries and mechanical inventions. New continents were discovered and settled. Steam, water, and electricity no longer sported with the elements but became harnessed to man’s will. The physical world has evolved, keeping in advance of thought, a wonderful preparation for man’s progress.

Unremitting has been the contest between truth and error. In every instance where a victory has been obtained, error has been eternally defeated. All along the line it has been a contest stubbornly waged for the supremacy of truth. The Pope fought Galileo with rack and thumb-screw and compelled him on bended knee to retract. But his rising words were, “The world moves just the same.”

So chaos is ever tending towards cosmos. The Luthers and Galileos persecuted yesterday are reverenced today. Their persecutors are forgotten. Scientific prophets of the past became disenchanted before their contemporaries and were ridiculed and scorned. To-day we perceive the truth they taught and enroll their names upon the scroll of fame.

Ever progressing, man has used the achievements of others as stepping-stones to loftier heights, until to-day he stands on the mount of a myriad years and beholds the world of enchantment receding like a dream. The height to which he has attained is but a foothill of the mountains of wisdom. With the telescope of the world’s knowledge, he beholds still more glorious triumphs painted upon the curtain of the future.

By examining the past, man may attempt to comprehend infinite purposes respecting the destinies of mankind. Careful examination reveals a higher order of being towards which humanity surely tends. The silent forces of nature have been, and are, toiling for man’s good. Encircle the globe to-day and at every degree you find man better developed, morally and
intellectually, than yesterday. He acknowledges that truth is universal, eternal, upon which error has no enduring influence.

With man's present knowledge, his intense desire to solve mysteries, remove doubts, and unmask fraud, with the healthful uplands of universal literature where his intellect may graze, man will step boldly out across the plateaus of the future and so far ascend the mountains of wisdom that scientific and literary men of present distinction will dwindle into insignificance.

When we see Nature ever tending towards perfection, may we not conclude that man will ultimately travel the same highway? We have no Agassiz to-day, no Michael Angelo, but just as coal was ages in preparation and discovered in man's dire need, so there are families whose generations are being developed preparatory to the advent of a genius at the critical time. Infinite laws are operating for perfection. So slowly do they act that three-score years are insufficient to see results. The occurrences of a few years cause men to cry, "degeneration." Glance backward ten thousand years and you find no argument for degeneration.

Nature's laws are all correlated; their action is progressive, infinite. Then shall not Nature reach her ultimate aim, universal harmony, the complete disenchantment of the world?

The first record we have of tennis is found in the Bible in these words: Joseph served in Pharaoh's court and Israel returned out of Egypt.—Ex.

EVOLUTION.

BY J. G. MORRILL, '95.

ONLY thirty-six years ago Charles Darwin gave the word evolution a new signification. It was another thought for the world; and like every new thought, "Darwin's Theory of Evolution" was questioned, denounced, and ignored. To-day Darwin is dead, but Evolution is living.

Indeed the dullest eye sees evolution at every turn. In the vegetable kingdom we observe evolution in the germinating seed, in the newly-growing sprout, and in the unfolding of the buds. We find the fittest parts of each individual surviving, the strongest individual becoming the chief representative of the family, the fittest family the overpowering growth of the kingdom. And so it is in the animal kingdom. Here the strongest individual lives on the life of the weakest; pestilences and famines spare only the fittest; and so the ablest family becomes the master of the world. Thus it always has been and so it will be forever.

Stroll back into the realm of geology. Stop here or linger there in ages of another time. Everywhere we find the petrified remains of extinct growths of unknown life, unchanged in form and preserved for our contemplation. These were the weakest and they perished. The fittest has survived, and is still growing, still evolving.

Compare these forms of ages gone with those of our day. Seek for a demonstration, something to satisfy the yearning and longing of that ever-restless inner being; and you will find repose in evolution. Nor have we yet
traversed all the domain of evolution. For, since we trace the same law of development in an endless number of lower species, we must believe the same true in the case of man, a being of untraceable origin. And more than this, since we see the same law of development existing everywhere in the earth and in things of the earth; and since we know the earth to be of the stellar system, occupying a definite position and yet in sympathy with the other orbs, we conclude that the same law is co-extensive with matter.

Search the starry heavens. Apparently, the restless eye gazes upon a mighty arch all of jasper built, studded with glittering gems divine. Go still further, beyond all you now see, out into the depths of space. Around you will stretch clusters of every form, some apparently solid globes, but made up of an endless number of brilliant stars, condensed into one luminous and magnificent center. Go still further, away into the depths beyond, and behold that hazy belt of light, an apparent luminous bulk fading in the distance. Pierce deeper still; and lo! this too dissolves into a multitude of stars, making another system. Go into the Milky Way, beyond the reach of the telescope; and behold yet another system, glittering with beauty, flashing with splendor, and sweeping a course of most tremendous outline. And so we wander on, from planet to planet, from sun to sun, and from system to system.

Now fades a single gem; but still the others move on, shining the brighter because of the loss of their companion. And so here, too, is illustrated the survival of the fittest—evolution out in the mysterious ocean of fathomless space, shoreless and boundless.

Evolution, then, is everywhere and in everything. It began with time and it will continue till time shall be no more. From the beginning to the end of time, what an expanse! Did Evolution begin, and will it end? How strange!

But question evolution once more, its beginning and its end. Have these glittering stars been indeed shining through all eternity? Did all the various forms of matter that now exist, instantaneously spring into being? Such a creation would contradict the formation of the earth and things of the earth; it would destroy the harmony of the spheres.

But is the universe the work of chance? No. It is the work of that God who made heaven and earth, who unites the beginning with the end, and holds evolution in His palm. He alone, I believe, comprehends the limit in time and space; and I believe, too, that in His temple, amid these stars, suns, and clusters that rise around us and above us, the hymns of praise, the anthems of glory and the symphony of heaven, reverberating from cluster to cluster and from realm to realm, are heard by Him, the Omnipotent, across immensity and through eternity sounding His plan of plans, Evolution.

No college in all England publishes a college paper. This is another illustration of the superior energy of America, where about two hundred colleges publish periodic journals.—Ex.
TO A WILD ROSE.
Here, where the stifled breezes bear
From lane and crowded city street
Their load of dust and noise and heat,
Here do I find thee, blossom fair.

Thy petals wear no dust nor stain,
But pure as when the morning light
First fired the changing dew-drops bright
On bud half-opened, they remain,

Perfect as if some shady nook
In distant fields thy fragrance knew,
Where soft airs cool should ripple through
Thy image in a green-rimmed brook.

—G. C., '93.

A YEARNING.
Grim, hoary woods that shelter beast and bird,
Clear streams, wherein the speckled beauties dart,
Huge rocks, festooned by Flora's tasteful art,
Wild dells, with echoes yet by man unstirred,
Bright tarns, with strands by human foot unblurred,
Sweet perfume rare, unknown in city's mart,
But best of all, to soothe the troubled heart,
Sweet music such as Eurydice heard:
In spot like this my soul now yearns to be.

What welling transport thrill of blissful joy,
To see unfolded Nature's mystery,
O wondrous night!
O warm and bright
The long day fades too soon!
Nay! say not so,
For yonder, lo!
The upward climbing moon.

To delve in truth profound without alloy.
Is hushed to rest,
And peace each heart doth fill.

—N. G. B., '91.

TOO FAST, OR TOO SLOW.
Too fast the blissful hours glide on
From rising tide to setting moon,
Till autumn's gold has glowed and gone,
And winter comes too soon.

Too fast the charms of childhood fade,
Youth's visions all too soon are past,
Earth's meed to man is quickly paid,
And age creeps on too soon.

With eye that scans the future years
A glory long foretold I see;
Beyond the east the dawn appears
Of new prosperity.

Across the darkened sky a gleam,
A soft and ever-deepening glow,—
O night of life! O troubled dream!
O day that dawns too slow!

—Winslow, '93.
College News and Interests.

INAUGURAL DAY AT BATES

The inauguration of George C. Chase, A.M., as President of Bates College, took place at College Chapel, Saturday, September 22d, at 10 o'clock A.M. If there be aught of omen in the weather, fortune certainly smiled upon the occasion. The platform was handsomely decorated with flowers and ferns, and upon it were seated the Overseers and Fellows, Faculty, President Hyde of Bowdoin, Professor Hall of Colby, and Professor Harris of the State College. Hon. A. M. Spear presided. Music was furnished by the College Band. The order of exercises was as follows:

MUSIC.
Prayer. Rev. C. F. Penney, D.D.
MUSIC.
Address by the retiring President. Rev. O. B. Cheney, D.D.
MUSIC.
Address, with presentation of the keys in behalf of the corporation. Hon. Nelson Dingley, Jr.
Address. President George C. Chase.
MUSIC.

President Cheney, in his introduction, spoke in vindication of the smaller religious sects. He said that the church and the college are forces for the same end, and that hence the connection of the one with the other is fitting. He spoke regretfully of the early mistakes of the Free Baptist society. He then outlined the history of the college, told of its struggles, reverses and triumphs which he alone knows so well. His closing words were few, and only those acquainted with him knew the pain of which they were born. President Cheney's address was an able one and showed his faculties to be wonderfully well preserved.

Hon. Nelson Dingley, Jr., in behalf of the corporation, received the keys from the retiring President and presented them to his successor. He expressed the regret of the corporation at the necessity of the resignation of Dr. Cheney, and its appreciation of the services which represent the greater part of his life work, and pronounced an eloquent eulogy upon his life and labors. Calling upon President Chase, he mentioned the confidence with which they trusted the institution to his care, spoke of the responsibilities of the position, paid a glowing tribute to Bates' past work, and expressed bright hopes for her future. Mr. Dingley's address was an eloquent effort, and the Student regrets its inability to print his speech entire.

President Chase's address was as follows:

PRESIDENT CHASE'S ADDRESS.
Honored Sir, Gentlemen of the Trustees, Alumni, Students, and Friends:

I COUNT myself happy in being permitted to receive these symbols of responsibility from one who, both in public and in private life, so worthily exemplifies the meaning and uses of a collegiate education. For what is the function of the college save to prepare for the benefit of society a body of men fitted to exemplify the right uses of life? That the college exists for
the sake of a better community, a
better commonwealth, a better society
in the broadest sense of the word, is
manifest in every step of its develop-
ment from the crude beginnings of the
Middle Ages to the elaborate and com-
prehensive equipment of the typical
institutions of to-day. Society needs
guidance. The ideal life which each
wise man would gladly live is forbidden
to the many by the hard necessities of
this exacting world. What cannot be
attained for each and all may be made
accessible at least to the few, and these
shall exemplify to the less favored the
meaning and the uses of life at its
best; shall be the guides and leaders
of mankind in its steady march of
conquest over nature, its never wearying
search for truth, its infinite aspira-
tions for excellence. Such was the
half-conscious thought of those bene-
factors of the Middle Ages who laid
the foundations of the first universities.
Such was the origin of Oxford and
Cambridge in old England and of Har-
vard and Yale in New England.

"That the commonwealth may be
furnished with knowing and under-
standing men and the churches with an
able ministry" is the language in which
the first appeal for aid to Harvard
College sums up the deep-felt needs
of the time for instruction and leader-
ship in the most vital concerns of that
age. Almost identical is the language
employed in the original charter of
Yale College in stating the purpose
of its founders: "An institution wherein
youth may be instructed ... who
through the blessing of God may be
fitted for public employment in church
and civil state." And in some such
aim every college in our country, from
the first to the very last, has had its
origin. The state colleges and univer-
sities of the West were all born of the
popular conviction that the state must
have its picked men upon whom it can
rely in all questions of the public weal.
The later colleges of New England are
the gift to society of Christian philan-
thropists who were seeking to give in
the lives of cultured men blessings to
the community, to the nation, which
had never been granted to themselves.
The history of nearly every one of
these institutions may be read in sac-
rifices, struggles, and in strong cryings
to God for His blessing and aid. Such
was the origin of Bates College. Its
founders are worthy to be associated
with those earlier names which we
utter with the hushed breath of rever-
ence. To the end of time let it never
be forgotten, as buildings and equip-
ments grow more elaborate and wealth
flows in ampler tide to continue and
adorn and complete a work often begun
in poverty, that the college exists, not
to gratify the selfish instincts of the
more fortunate, not to nourish the
haughtiness and arrogance of a false
aristocracy, but to develop men who
shall be fit exponents of that spirit of
philanthropy to which the world will
always owe its increasing "sweetness
and light."

But while all higher institutions for
the promotion of culture have their
origin in the purpose to promote the
general welfare of humanity, the con-
ception of the ends to be attained and
of the means by which they might be
accomplished has naturally varied with the changing life of the ages. The founders of the first universities of Europe were faithful adherents of the social, political, and religious systems under which they lived. In their thought the scholar in the university was preparing to serve the pope, the king, the powers then dominant, in the maintenance and improvement by wise measures of existing institutions. The university gown was in due time to be exchanged for the robes of the priest, the judge, the privy councilor. The openings for public service were few, and in spite of spasmodic irruptions of student hordes into the barracks of Paris, Oxford, and Cambridge, the number of scholars was relatively small, the curriculum narrow, and the standard low. Down to the present century, and, indeed, far into it, Oxford and Cambridge were monopolized by nascent lords, embryo clergymen of the Church of England and gentlemen commoners, with here and there a sprinkling of charity students in whom rich patrons had discovered (or thought they had discovered) signs of genius. It is from the founding of our own Harvard that we trace the rise of a more democratic spirit in learning. The conception of civil and religious liberty which the colonists brought to Plymouth and Massachusetts Bay required for its realization a body of intelligent free-men; and, as they clearly saw, this necessity could not be met without the college. Harvard was founded not only to supply the churches with able ministers but the grammar schools im-
mediately to be established with competent teachers. And its founders were wiser than their descendants have sometimes been; for they saw clearly that the stream of knowledge could be kept flowing only so long as it has a full fountain head.

But the first century in Massachu-
setts witnessed only the beginnings of that democratic spirit and rule which are so rapidly transforming the modern world. If the colonists brought with them new ideas, they brought old customs and traditions. The ruling ele-
ments in early Massachusetts were not so much democratic as aristocratic. In that peculiar wedlock between church and state the minister and the magis-
trate maintained easy pre-eminence. Moreover, the simple industrial, social and intellectual life of the time made few demands upon the scholar. In an almost purely agricultural community, with no great centres of population, the pulpit, the school-room, and occasionally the judicial bench, were the only places where the college graduate could give account of his acquirements. Modern science was yet unborn; literature consisted of sermons and psalm-
books. The two first attempts to establish newspapers were suppressed by the government of Massachusetts, and when the Boston News-Letter was first published in 1704, its news from Europe was, according to its first editor, thirteen months behind the time. Fifteen years later he congrat-
ulated his readers that the thirteen months had been reduced to five. Of course the telegraph, the telephone, and the numberless applications of
electricity, so familiar to us, were undreamed of. Even the steamboat did not, arrive till a century later. When we contemplate the hard facts, we shall wonder at the breadth rather than the narrowness of the Harvard curriculum, and shall cease to marvel at that rule in the first list of regulations for the institution by which "all Juniors and Seniors are required publicly to repeat sermons in the hall when they are called forth." The course of study and the discipline seem to have been admirably adapted to the chief end sought—to furnish the churches with an able ministry. The college was true to its function in contributing to society men trained to meet its higher needs, but the recognized needs were painfully few, and the functions correspondingly limited. In our age how great the contrast presented! Instead of the simple agricultural life of our fathers, a society so complex that its numberless and ever-varying elements, with their incessant action and reaction, dizzy the clearest brain and baffle the subtlest power of analysis; a society so thoroughly imbued with the spirit of democracy that it is pushing the boundaries of popular rule to the verge of socialism. Think of the varied industrial interests that centre in the life of our age. Think of the applications of the physical sciences to the ordinary processes of toil; of the part that chemistry and physics and mineralogy are taking in our every-day work. All save the very rudest kinds of manual labor are making incessant demands upon the student of the forms and forces of nature,—mineral, plant, animal,—and the scholar is hourly supplying the inventor with new data for organizing and directing the multiplying machinery of a working world. Meanwhile we are constantly extending and sub-dividing the already numberless trades, callings and professions that distinguish this specializing age. Think, too, of the infinite range of science, pure and applied. With an ever-widening universe before him and ever-increasing means for exploring it, the scientist of to-day finds an ocean in each drop of water, a world in each grain of sand. And yet, so wonderfully is all knowledge correlated that would we know the structure and elements of the commonest mineral we must send messages of inquiry to suns and stars, must ally with the microscope both the telescope and the spectroscope. Or if we limit our study to the life of man, through what cycles of time must we retrace his footprints before we arrive at the fathomless mystery of his origin. And would we know anything of man's history as a thinker and an organizer of the processes by which he has through slow ages been evolving the splendid civilizations whose beginnings must be sought in instincts so primitive that we can scarcely identify them as human, with what patience, and with what insight, must we question mounds, pyramids, sepulchres, the shattered and vanishing relics of races long extinct. And the same diligent, comprehensive scholarship is necessary everywhere. We find the origin of our jurisprudence and our government in the marshes of northern Germany no less than in
elaborate systems (themselves an evolution) of Imperial Rome. To understand the full significance of court and legislature in America to-day, we must know their origin and their development. Every part of our multiform life is at many points hopelessly obscure save in the light of the past. Nor is there any people on the globe in whose living customs, traditions, and institutions we may not find interpretations of our own. The same truth is emphasized in our art and in our literature. We are finding that even our cherished Christian religion, even our sacred Scriptures, can be fully understood and appreciated only when compared with other religions both of the past and the present. The word scholar in this 1894 ought to mean far more than in any preceding year of the world’s history. Life has a thousand noble uses that our fathers never dreamed of, and it is the business of the college to furnish men who shall worthily exemplify them. Think of the possibilities offered in our social and our home life. With our great public libraries, our art galleries, our lecture halls, our University Extension methods, our command of the best in all that art and science have to offer, how can any but the disciplined and cultured mind appreciate these transcendent opportunities, how in any degree exemplify their use to others? It is a wonderful opportunity and an awful responsibility that rests upon the colleges of our time! But it is in the home that the peculiar gifts of any age yield their best results. Here the blossoms of our wonderful civilization exhale their freshest and rarest fragrance. What opportunities for the college graduate to illustrate in his home the richness and beauty of a complete life,—a home into which science, art, literature and religion are pouring their choicest treasures; a home reflecting at every angle the light of disciplined intellect, refined tastes and ennobling pursuits. What more hopeful, more manifestly providential fact of our time than that the presiding genius of the true home, the wife and mother, equally with the husband and father, may bring to it the grace, the refinement, the intellectual and moral culture which it is the function of the college to impart.

But the feature of our age that gives to the work of the true college its startling, its almost overwhelming significance, is the all-pervasive and well-nigh universal influence of democracy. For good or for evil, and it must be for ultimate good, the rule of the people is extending itself into every sphere of thought and action. It is the assertion by each member of society of his absolute right, in virtue of his membership, to take a part in shaping every interest of humanity. In our political life the fact, of course, has lost its novelty. We have become accustomed to see government in the entire range of its theory and practice reflect the wishes of the voting majority. It matters not that written constitutions have put restrictions upon the popular will or the popular caprice. The power that makes constitutions can change them. Hence it has come about that there is no principle of government, however funda-
mental or time-honored, that is not to-day on trial. Radical theories of taxation, ownership and administration are broached without apology. There is no part of our life, however guarded heretofore, that is secure against changes wrought by legislation. Our property, health, morals, lives, are under the supervision of the majority. If we look beyond government and its functions, we find the popular will attempting to assert itself at every point. The majority are beginning to tyrannize over the individual, and unless the minds of the many can be liberalized, the last vestige of respect for individual rights will soon disappear. How shall good sense, good taste, intelligence and conscience triumph over a mere show of hands, unless we can substitute for the discarded authority of tradition and precedent the authority of right and reason? And how can reason and the will of God, which Matthew Arnold makes synonymous with light and sweetness, prevail, save through the example of that body of men and women whom our colleges are preparing to be guides, teachers, and apostles to those less favored.

Happily colleges and college students are multiplying. Democracy is instinctively providing itself with safeguards; or rather Providence is shaping it to better ends than it dreams of. Hence not only the increase of young men in college but also the entrance of young women upon their long withheld inheritance. It is but an axiom of true democracy that the human intellect is its own vindication of its full title to all that it is prepared to appreciate and to use for noble ends. The power to think invests the thinker, man or woman, with all the privileges that belong to the thinking mind. If woman can make wise use of the college, she is equally entitled to it with men. The how and the where are mere matters of expediency.

But what should the college of our age be, in order to respond to the demand of society for a worthy exemplification of the right uses of life in this vanishing nineteenth century? By common consent the old curriculum has long been inadequate. What should be the courses of study in a well-equipped college? If we have arrived at a correct definition of the function of the college, namely, to prepare its students to exemplify the right uses of life, then the college of our day should, so far as possible, anticipate in its curriculum that world in which its students are to live. Its aim, first of all, should be to produce the well-balanced, the symmetrical man,—the man whose rounded education shall have prepared him to live in every chamber of his being, to be at home in the world as the world presents itself to-day, to be master of himself, his environment, and the opportunities that the many-sided life of our age may offer.

It must be a generous curriculum, one that will give appropriate exercise and nourishment to all his powers of body, mind and soul. It must make provision for all the student's faculties. He should be trained to observe, to classify, to feel, to reflect and to act. It should open to him every enjoyment proper to a well-ordered life. It should
prepare him to meet his responsibilities as a member of society with fidelity, wisdom and reverence.

Such a course must have breadth. It must not be narrowed to the wants of the specialist. It should not look too largely to what is falsely called the practical. For the work of the true college is not to make doctors, lawyers, engineers, ministers, but to make men who, whether one, another, or none of these shall, vindicate the beauty and dignity of life, who, whatever the calling they may follow, shall be impressive exponents of the worth of manhood and of the richness and variety of God's gifts to his creatures. Such a man is Gladstone. Such, though less conspicuous, are many of the graduates of our American colleges.

We cannot, therefore, exclude from the true college that choicest flower of ancient thought and life, the Greek language with its embodied literature, its pervading and educating sense of harmony, its mirror-like power of reflecting the art, the philosophy, and the practical wisdom with which it has illumined all lands, all ages. Nor can we exclude its companion, the less attractive but ever useful Latin—the imperial tongue of which several of our most studied modern languages are scarcely more than shattered fragments. These ancient classics still have a place, but no longer a privileged place in our scheme of liberal studies.

That the modern languages sustain an important relation to modern life goes without saying. Mathematics is constantly giving new proofs of its utility. Its disciplinary value has never been questioned. It is indispensable to scholarly work in a dozen of the most important arts and sciences. Nor do the physical sciences need to be vindicated here. Their development has been the most striking feature of modern progress. President Eliot's test of an educated man,—his ability to use his own language with clearness, force and elegance,—is so reasonable as to seem almost axiomatic. The English language and literature are at length receiving the attention they deserve. The studies dealing with the nature of mind, the problems of existence and the laws and forms of thought, are not likely to be neglected. The principles that govern the development of the human mind, the order of studies in harmony with these, the best methods of awakening and exercising the intellectual powers of children, and of forming good character and right habits,—all these are so related, not merely to the school but to society and life, that they deserve a place not yet accorded them in most colleges. Common prudence requires familiarity with the teachings of history, with the sphere and offices of government, the laws of economics, and the facts and principles that underlie society. Ethics and religion are the soul of civilization. Without them man sinks into animalism. Such are the essentials in any outline of studies intended to prepare men for complete living. Some of them have long been taught in the college. All of them should be taught in accordance with the wisest and most progressive methods.

The range of studies sketched is
large, but scarcely too large to be presented in clear outline in four years preceded by adequate preparation for college. Original research in the subjects indicated belongs to the university rather than the college. But even advanced college work requires the introduction of electives.

At what period and to what extent electives should have a place in college work are questions that have provoked much discussion. Should not the answer to be given these questions vary with the conditions to be met? Were it possible to increase materially the quality and quantity of work done in the fitting school, the student might properly choose a part of his studies early in his college course. The generous preparation afforded at most fitting schools for Harvard perhaps warrants that institution in making even the studies of the Freshman year to some extent elective. The limited general culture and the meagre preparation of the great majority of students entering most of our colleges make it wise to defer the period of choice till they have gained the well-balanced mind and the breadth of view essential to wise selection. In few colleges do the mass of the students meet this condition much before the close of the Sophomore year. When the plans of our leading educators for more and better work in our fitting schools shall have been realized, electives may be introduced earlier.

Nor can the question to what extent electives should be permitted, be answered in unvarying terms. Certainly not to the extent of defeating the fundamental purpose of the college itself, the production of the well-balanced man, ready to take his place in the world as an exponent of the value of liberal culture. There seems to be a limit from the very nature of things to the application of the doctrine of equivalents. If, for instance, languages be substituted for mathematics, or vice versa, there must result unseemly gaps in the man. Chemistry cannot develop the literary taste or the historic imagination; nor can physics acquaint the student with the laws of his own mind. Evidently, the course should have sufficient breadth to bring out the full man and to make him a good citizen, even if it also make him a specialist.

Yet electives, undoubtedly, have an important part to perform in securing this very result. We must recognize the individual if we would develop the man. When the student has gained sufficient culture to make him at home with himself, and to place "the world all before him where to choose," then he should be permitted to indulge his own individuality and to feel the inspiration of those studies that most appeal to his tastes and arouse his ambition. The latter part of his course may fitly serve as a transition period between the pervasive influence of general culture and the eager specialization of business or the professional school.

Electives introduced at the right time have another distinct advantage. They increase and strengthen the ties between the college and the world. They attract students who might otherwise enter the various callings with no appreciation of the higher uses of life. They thus increase in the occupations where they
are most needed, the number of men and women who live not for bread, or money, or fashion, or fame, but for truth and beauty and righteousness. We need college graduates in Wall Street, at the head of our great corporations, on the newspaper staffs of our leading dailies, in the offices of our architects and engineers, in our vast mercantile establishments, above all in that pivotal place of human thought and action, the home. Thus we may hope that our democracy will issue in a general application of the golden rule, instead of in anarchy or the compulsory virtues of state socialism.

I have thus far made no reference to a feature of college life which is sometimes asserted to have become in our age the dominant one. College athletics get more attention from the newspapers than college libraries and lecture rooms. The champion pitcher or kicker awakens more enthusiasm than the honor man or the valedictorian. Muscles seem to be esteemed more than brains.

I admit that in some colleges athletics receive too much attention; and that no college is exempt from the danger of excess in physical sports and exercises. Everybody can gauge the merits of the first baseman or the "sprinter." Few can appreciate and none can observe the slow processes by which the crude boy develops into the scholar. Valuable things always require fine scales, and the most valuable cannot be weighed at all. Yet I believe as firmly in the gymnasium and the college field as in the class-room and the laboratory. The sound body is essential to the sound mind. Health conditions all progress. Muscles must be mixed with brains. Base-ball and foot-ball impart their own special discipline of the intellect as well as of the body. The enthusiasm kindled by healthful rivalry is a good safety-valve for animal spirits. Held subordinate to the mental and moral culture which the college should afford, gymnastics and athletics are valuable factors in student life, and should have ample scope. They should never be allowed to become an end, but should be made tributary to scholarship and character. If they are actually found in any college to make students less gentlemanly, less refined, less studious and honorable, the fault lies not in the use but the abuse of what ought to be a valuable auxiliary to college work. Rightly employed they will raise rather than lower the standard of attainments in mind and morals, and help to send out men with vitality enough to stand the strain of a laborious intellectual life.

My endeavor has been to show that the aim of the true college is to develop ideal men for the sake of an ideal society. Its success in attaining this end must depend quite as much upon its life and spirit as upon its courses of study. If its students are actually to prepare themselves to exemplify the right uses of life in a society where standards are low, where the mean, the selfish, the brutal too often prevail, then the entire spirit and life of the institution should be such as to promote these ends. The professors in such an institution should not be merely
For where can we expect to find truth absolute except in the college? The lawyer naturally asks, "How shall I win a verdict?" The secular editor, "How shall I make the paper pay?" The religious editor, even, can scarcely be unbiased. He asks, "How shall I show the superiority of my denominational creed?" The political orator, too, asks, "How shall I get votes?" Even the minister is likely to ask, "If I present this unpopular truth, shall I not lose pew-holders?" The college and university alone are bound by their very nature to ask always and solely, "What is the truth?" It will be a sad day for the people when even these shall accept their ideals, their customs, their spirit, their social usages and standard of conduct, from fashion and popularity instead of from unequivocal truth. And under what inspiration save the life of the great founder of Christian civilization, of Him who declared Himself "the truth" can our institutions of learning maintain their inviolability? To quote the language of Principal Fairburne of Oxford: "It is the people that now rule, and unless God lives in and rules through the people, the end of all our struggles, the good of all our boasted progress, will be chaos."

How far does the institution beneath whose shelter we are gathered to-day exhibit the essentials of a true college? Humbly but gratefully we call the roll of her alumni. Few, indeed, of her nearly six hundred graduates have failed to vindicate her full title to her chartered privileges. They have exemplified the true uses of life in all scholars but well-balanced, generous Christian men. The motto of faculty and students should be truth, purity, sympathy, service. So far from being a place where vice may be tolerated because the student has special privileges and immunities, a place where vulgarity and profanity and the beast may indulge themselves, it should be the very temple of consecrated manhood—consecrated to the service of truth and humanity. To defile such a temple, a temple reared by self-denying men and women for the glory of God and the good of man—is worse than sacrilege, it is blasphemy.

The college of the last decade of the nineteenth century is educating the men and women who shall shape the character of the twentieth. Shall the next century be selfish, sensual, and materialistic? or altruistic, refined, and spiritual? Shall it lose its way amid the fogs and mists of error? or follow the truth straight to the goal without once letting go its hold on God? Shall it see our boasted free institutions topple into anarchy? or ascend to new proportions of strength and beauty? Shall it confess that universal brotherhood is a myth? or demonstrate its reality? Shall it witness greater purity in the home, patriotism in the land, and reverence in the sanctuary,—and all these while maintaining its ceaseless quest for truth and bringing new lustre to art, science, and letters, and finding a larger meaning for philanthropy,—then the college of our day must teach its students the grace and the power of studious, helpful, and sincere lives.
the professions and in many callings. In the professional schools, in the graduate courses of universities of Europe and America, in the service of the church and of the state, in scientific research and in the world of letters, they have commanded respect for themselves and their *Alma Mater*. That Bates sends out scholarly men and women is the unsolicited testimony of the schools, colleges, and universities of our country, in which so many of our graduates have won distinction. Probably Bates contributes to the profession of teaching a larger percentage of graduates than does any other college in our country. Her breadth and catholicity are illustrated in the seven or more influential denominations to which she has furnished more than one hundred able ministers. Her moral and religious character is the subject of favorable comment wherever her graduates are known. No sensible man or woman need blush to say in any company of scholars on the globe, "I am a graduate of Bates College."

All honor to the courageous man under whose leadership such results have been achieved! All honor to the memory of the noble man whose name our institution bears and whose wonderful gifts called her into being! All honor to that little group of men, her earliest professors—some dead and some yet living—whose wisdom, scholarship, and tireless devotion set the standard of culture and character so high at the beginning! All honor to the Christian people to whose peculiar care Bates College has been committed! All honor to you, her trustees, and to your predecessors for constant counsel and aid! All honor to alumni, patrons and friends for their generous and helpful interest! Not a few of those who have blessed our institution with their loving thoughts and their timely assistance have gone to their reward. But there still remain faithful friends who will not forget her ever-growing needs.

What are the most pressing needs of our college to-day? First, an endowment yielding income enough to meet our current expenses. I doubt whether any other college in America is carrying on so much good work at so small cost; and yet the cost exceeds the income by some thousands of dollars annually. Second, a library building and a fund for increasing our library and employing a skilled librarian. To emphasize this want I need but refer to the fact that some thousands of the nearly twelve thousand volumes now in possession of our college are wholly inaccessible. No one addition to our present resources could afford so general gratification to faculty and students as a library building and fund. Third, we are every day reminded of that great gap in our curriculum which can be closed only by the endowment of a professorship of history and economics. Fourth, imperative duty to the young women of the college requires the erection as soon as possible of a hall for their exclusive use. This hall should contain a gymnasium, public parlors and reception rooms, and should be presided over by a cultured woman to whom the young ladies could look for sympathy and
THE BATES STUDENT.

counsel. The first college in New England to admit young women, Bates is the only one receiving them that has for them no home arrangements whatever. We rejoice in the beautiful building rising upon our campus for the use of the Cobb Divinity School. Such a hall, dedicated to such a purpose, is a blessing in its very presence, and with the new facilities, the new patrons, and the new influences that it is to bring, will not only strengthen its own important work, but will enrich and ennoble all our associated interests. I would like to emphasize the value to a college sending out so many educators of a professorship of Pedagogy and Sociology. I cannot forbear to point out our sad lack of direct instruction in that book on whose teachings rests the entire framework of our free institutions. But I pause lest the consciousness of our needs overshadow our satisfaction in what we possess.

Let me rather indulge in bright hopes for our future. I can see in my mind what, God willing, shall yet be translated into substantial reality, a vision of the Bates to be. I can see her beautiful campus (made thrice beautiful by the skill of the landscape gardener) dotted with a score of graceful but substantial buildings dedicated to the service of art, literature and science, and proclaiming her growing usefulness and fame. I can see her gymnasium, not the humble one of today, but a solid structure of brick and stone, furnished with all the appliances that develop strength and evolve the model man. I can see her long-coveted observatory crowning our beautiful Mount David and taking nightly counsel with the stars. I can see her corps of professors in full ranks keeping step with the van in the onward march for truth; and I can see her students gathering for morning prayers in a chapel larger than this and dedicated solely to the worship of God. I see them, earnest, pure, reverent, simple in their habits, frugal in their lives, democratic in their sympathies, eager in their pursuit of knowledge—their brows touched with the light of Heaven, and their faces aglow with a holy enthusiasm for humanity—each of them a destined exemplar to his age of the noble and inspiring uses of life revealed by the new learning and the old faith.

Trustees, alumni, students, friends, you have entrusted to me the sacred responsibility of leadership in the new crusade upon which we enter to-day. I can hope for success only as, inspired by a higher wisdom than our own, we unitedly resolve to hold our college true to the high ideals that have made her rich in her poverty, and strong in her weakness.

SKETCH OF LIFE OF PRESIDENT CHASE.

GEORGE COLBY CHASE, son of Joseph and Jane (Dyer) Chase, was born in Unity, Me., March 15, 1844. He belongs to the branch of the Chase family from which sprang one of the signers of the Declaration of Independence and also Salmon P. Chase, Secretary of the Treasury in Lincoln's
Cabinet and afterward Chief Justice of the Supreme Court of the United States.

His father, Joseph Chase, a hard-working farmer, was a man of such integrity as to be recognized among his townsmen as a model of uprightness, being popularly spoken of as "the honest man." He was also a great lover of books, and his knowledge of the Bible and of general history surpassed that of most professional students.

The mother of George C. Chase was a woman of great energy, of decided ability, and of high aspirations for the well-being of her family and of the community. It was largely due to her influence and encouragement that her three children persevered, amid many difficulties, in their attempts to secure a generous education.

The Bates professor had the usual experiences of a country boy in Maine—hard work on the farm with, until he was twelve, a term at the district school in the winter and a somewhat broken term in the summer. After he was twelve, his school privileges were limited to the winter term, with now and then a few weeks in the old-fashioned country high school. When he was sixteen his mother's entreaties won for him a term in the Maine State Seminary, where he studied Latin under the instruction of Principal, afterward, President Cheney. Notwithstanding a special letter to the boy's parents from the teacher of the class in behalf of its leader, circumstances forbade, for more than two years, his return to the seminary. During a part of this time the severe illness of his father threw the entire care of the farm upon him, a mere youth of sixteen. At twenty years of age, after four more years interrupted by farm work and teaching—the latter begun when he was seventeen—he graduated from the preparatory department of the Seminary at the head of his class, and in the fall of 1864 entered Bates College. His college course was pursued amid the difficulties presented by poor health, and the necessity for earning as much, and spending as little, money as possible. He was active in the religious work of the college and was a leader in the debates of his literary society. He received the prize for the first Sophomore public debate held in the college. He graduated in 1868 at the head of his class.

On leaving college, he found himself much perplexed by questions of duty. His friends had always expected that he would enter the ministry, but he had never been confident that he ought to preach. Wishing to be free to obey his convictions when he should more clearly see his duty, he declined the opportunity presented for remaining as a teacher at Bates with the prospect of a permanent position in the college. He also declined, for the same reason, the principalship of the Maine Central Institute, and another good position in Rhode Island. He accepted, however, the position as instructor in Greek, Latin, and Mental and Moral Philosophy in New Hampton Literary Institution, feeling that he could honorably retire from it, should he find it his duty to enter the ministry. At the end of his second year at New Hamp-
ton, the examination of his classes was attended by President Cheney and Professor Stanton, with the result that he was once more solicited to return as a teacher to his *Alma Mater*. Still fearful lest he should be diverted from what might prove to be his appointed life-work, he decided to go to Lewiston, enter the Theological School, and at the same time act as tutor in the college. Accordingly for a year he was a theological student and tutor in Greek to the Freshman Class. When, at the end of the year, he was invited to take the chair of Rhetoric and English Literature in the college, his perplexities were gone, and, having received a unanimous election, he spent the next year in post-graduate work at Harvard University, preparing himself for his professorship. At Harvard, he studied under the direction of such men as Professors Child, Sophocles, Ezra Abbott and James Russell Lowell.

In 1872, he entered upon his work at Bates. His department was a distinct addition to the work of the college, almost nothing having been previously attempted in it. Whatever may be the value of the work in English at Bates, the credit of it belongs wholly to Professor Chase. The plan that he first formed for that department was the basis of all that has since been attempted in it. His work, during those early years, was laborious in the extreme.

It often included not only his recitations and lectures, but the correction of every theme written by students, and the care of all the speaking in class and in public exercises. Professor Chase, during several years, gave declamation drill each term to every student in college. His hours of labor were longer than those of almost any unskilled workman in the state. Moreover, the exigencies of the college required that he should assist in other departments, and, sometimes, that he should give over to tutors and instructors a large share of his own work. For some years he taught the Freshman Greek. In 1873-74, during the absence of Professor Hayes in Europe, he taught the latter's Divinity School class in Exegesis of the Greek Testament and his college class in Botany.

In 1874-75, during a like absence of Professor Stanton, he taught all the Greek and Latin in the curriculum except the Freshman Latin, meanwhile carrying a large share of his own work.

Released at length from teaching in other departments, he gave his entire energies to his own. But in 1881 the college had suffered so many reverses and met with so many losses, that as a result of a conference between the trustees and the faculty, it was thought advisable to associate Professor Chase with President Cheney in the endeavor to increase its funds. Professor Chase had already given his attention to increasing the college library, and as a result, it received in a single year an addition of more than one thousand choice volumes. Beginning in the winter of 1881-82, he gave for ten years nearly all his vacations to the work of raising money for the college. During this time, he was also absent two entire terms for the same purpose. After completing the work of a term,
he would leave Lewiston on the first outgoing train—not a few times taking with him scores of essays to be corrected during his leisure moments, or even upon his journey. He has secured for the current needs of the college and for its funds about $140,000.

So quiet has been his method of work that few of the students, even, have been aware of the objects to which he has given his vacations. He has made many friends for the college, not only among people of wealth, but among eminent public men; and to this the college owes not a few of the lectures it has enjoyed during the last ten years, from such men as the late Phillips Brooks and Edward Everett Hale.

President Chase has been a diligent and comprehensive student of education and educational methods. His two years' experience at New Hampton, where he fitted students for Bates, Dartmouth, and Brown gave him an insight into the working of secondary schools. No student whom he fitted for college was ever conditioned at admission, and Dartmouth gave him the credit of furnishing to a class of eighty some of its best prepared members.

He has for twenty-one years been a director of the Latin School in Lewiston. For sixteen years he was a member of the Lewiston School Board, and for two years its president. He declined a re-election to the Board in 1891. During his long term of service he contributed in many ways to the efficiency of the Lewiston schools. He was almost continuously a member of the committee on teachers and instruction and was repeatedly chairman of the committee. It was while he was on the Board that it dealt with the most important and most exciting question ever presented to it. His action in that connection was such as won the ultimate approval of all the citizens of Lewiston, without distinction of race, religion, or party. It also won for the college a substantial gift from one of the foremost philanthropists of America—a lady who had read in the Boston papers an account of the position that he took.

President Chase's continuous and exhausting labors had made so great demands upon his strength that the trustees of the college sent him abroad with Mrs. Chase, in the summer of 1891, to obtain much-needed rest. They spent some six months in general travel—including about six weeks given to a thorough exploration of the English Lake district—and about three months in London, chiefly in attendance at lectures in London University College and in study in the British Museum. While on the continent, he also gave some attention to German educational methods.

A life so busy leaves few opportunities for general public service. President Chase has given his energies chiefly to the interests of his college and of the Lewiston schools, but he is also well known among the educators of the state. His few public addresses at the meetings of the Maine Pedagogical Association have brought him repeated invitations to lecture at various institutions in New England, but
he has felt obliged to decline them. He has also twice declined to consider lucrative positions—with a salary three times as large as that he was receiving.

President Chase was married in 1872 to Miss Emma F. Millett of Norway, Me. They have one son and four daughters. President Chase's only brother (his only sister died seventeen years ago), is Rev. Joseph A. Chase, pastor of the Unitarian church in Northboro, Mass. In religion the new President is a Free Baptist—being loyal to the faith of his parents. No man, however, could be freer from sectarian bias. Religion to him means a pure heart and a reverent, helpful life, rather than any formulated creed.

LOCALS.
Vacation is over! Work!!!
Freshmen are numerous just now.
Webb, '95, is teaching at Green's Landing.
Foot-ball is the all-absorbing topic of the day.
Miss Williams, '95, is teaching in Bowdoinham.
Emerson, formerly of '97, has resumed his course with '98.
'Ninety-seven regrets the loss of Carr, who goes to Dartmouth.
Mason, '95, talks of entering the Bangor Theological School soon.
'Ninety-seven receives two new members, Messrs. Kenyon and Durkey.
'Ninety-six gladly welcomes two new members, Messrs. Hoag and Childs.
G. A. Hutchins and N. R. Smith, '95, are teaching at New Portland.

Both societies have already received large and valuable additions from '98.
H. P. Parker, ex-'95, has returned to college and joined the ranks of '97.
Miss Nash, '95, has joined her class after an absence of nearly two terms.
D. F. Field, '94, was in town during State Fair week visiting his many friends.

When is the Freshman-Sophomore ball game likely to occur? It seems a case of "Nobody knows."

The work upon the new Theological Building is progressing rapidly. The foundation is nearly completed.

Wakefield, Pulsifer, Burrell, and Slattery, have been playing with the Poland Spring base-ball team.

Thomas and Kavanaugh, '96, have been elected as assistant teachers in the evening school on Lincoln Street.

O. E. Hanscom, '96, has just returned from Poland Spring, where he was night-watch at the Mansion House.

Prof. Hartshorn, our old Professor in Physics, is now filling the chair of English Literature and Rhetoric most acceptably.

The Eurosophian Society has made some repairs and improvements in their room during vacation, which adds much to its attractiveness.

The following men have been selected as assistant teachers in the Latin School: Pettigrew, Russell, Campbell, Knox, Fairfield, Skillings.

Wakefield, '95, won the championship and a very handsome cup as a trophy, in the Poland Spring tennis tournament, during vacation.
The Latin School opened August 28th, with quite a number of new students in the advanced classes, besides the usual number beginning the course.

Miss Wheeler, '95, is principal of the High School in West Stockbridge, Mass. She is as yet undecided whether or not she will return to college next term.

We were pleased to see the familiar faces of six members of '04, Misses Cummings, Gerrish, and Leslie, Messrs. Small, Peirce, and Thompson, at the first chapel exercises.

The new rules and new study hours will be a great accommodation to many students. By reciting all our lessons in the forenoon the afternoon will not be broken up so badly.

Garcelon, '90, has been in town the first three weeks of the term, coaching the foot-ball men. There are several promising men in the Freshman Class, and the prospect of a winning team and a successful season is very bright.

The students attended the political rally on August 30th in a body, to hear ex-Speaker Reed. We have also had the opportunity of hearing Senator Frye and Representative Dingley of Lewiston speak upon the questions of the day.

The Freshman Class have elected the following officers: President, E. S. Cummings; Vice-President, Miss Abbie Hall; Secretary, Miss Julia F. Leader; Treasurer, A. D. True; Executive Committee, Cummings, Miss Hall, Miss Leader, True, Collins.

'Ninety-five attended the Fair on Wednesday, and represented the college in the floral parade, riding behind six prancing horses in finely decorated engine and car furnished to the class through the kindness of Hon. Payson Tucker and Miss Dingley.

Bolster, '95, Cutts, '96, Burrell, '97, and Miss Foster, '95, have been attending the summer school of athletics at the Hemenway Gymnasium, Harvard, during vacation, to fit themselves for instructors in the gymnasium the coming year.

The new settees fitted with rests for taking lectures ought to be much appreciated, and it is to be hoped that the students will so far forget their infantile school days that they may leave them in their present state of smoothness and cleanliness.

On September 18th, during the foot-ball practice, O. F. Cutts, '96, broke his right leg below the knee. He was taken to the hospital and is reported comfortable. Mr. Cutts will be greatly missed on the football team, and, in his misfortune, has the sympathy of many friends.

The Sophomore Class, at the close of last term, elected officers as follows: President, F. W. Burrill; Vice-President, Miss Margaret F. Knowles; Secretary, Miss Nellie A. Houghton; Treasurer, A. L. Sampson; Councillors, J. A. Marr and E. Skillings; Devotional Committee, Everett Skillings, Miss Mabel C. Andrews, Miss Stella James.

The Senior Class recently elected the following officers: President, W. W. Bolster; Vice-President, W. P. Hamilton; Secretary, Miss D. E. Roberts;
Chaplain, C. S. Webb; Councilors, Hamilton, Smith, Springer, Campbell; Executive Committee, Wingate, Dutton, Miss Hastings, Miss King, Farnum; Devotional Committee, Pease, Miss Staples, Webb.

The annual reception given to the Freshman Class by the Y. M. C. A. and Y. W. C. A. occurred on Tuesday night, September 11th, in the gymnasium. As usual the evening was mostly spent in introductions and conversations, followed by refreshments. After the refreshments President Pease for the Y. M. C. A., President Miss Staples for the Y. W. C. A., and President Chase for the Faculty and college, extended in a few brief and heartfelt words a warm, earnest welcome to the Class of 'Ninety-eight. Then followed a short literary programme, consisting of a cornet and clarionet duet by Dutton, '95, and Sampson, '97; declamation, Campbell, '95; recitation, Miss Prescott, '96; vocal solo, Miss Bryant, '96. The evening passed very quickly and pleasantly to all.

Professor Millis, who has come to Bates to take the chair of Physics, was selected from one of the finest lists of specialists ever submitted to a board of trustees. Mr. Millis was graduated with distinction from De Pauw University, Indiana, and went immediately to Johns Hopkins for graduate work in physics. After a year's residence there, in which time he took high rank as an investigator, he was Professor of Physics in St. Olaf's College, Minn. Then, for a year, during the absence of the Professor of Physics in De Pauw, he took charge of that gentle-

man's work at the urgent request of his Alma Mater. Resisting the requests that he should remain, he resumed his work at Johns Hopkins. During the summer of the following year, while conducting work in physics at a summer school in Bay View, Michigan, he attracted the attention of Dr. R. H. Ely, the famous political economist, himself then lecturing at Bay View, and, at that gentleman's suggestion, he removed his residence to Cornell University. Here he was elected an instructor. He served in this capacity for one year, dividing his time between teaching and further investigation. The next year he was elected to a fellowship, which enabled him to give his entire time to study. He has been re-elected to his fellowship and promised the first vacancy at Cornell in the teaching corps of his department. He will receive the degree of Ph.D., having preferred to broaden his work in his specialty rather than confine himself to the narrow lines prescribed for receiving it this year. Professor Millis is an enthusiast in his department, a practical teacher, and an earnest and active Christian worker. He is a member of the Methodist church, is thirty-three years of age, and has a family consisting of his wife and two children.

The tournament this fall has been one of the most successful ever held here. A large number of the matches have been close and exciting and very general interest has been manifest. Play began on Thursday afternoon, September 13th, and continued the remainder of the week. On Saturday afternoon the championship finals were
played between Pettigrew, '95, the college champion, and Wakefield, '95, the challenger. After a fine exhibition the match was terminated on account of darkness, each having two sets to his credit. On Tuesday following Pettigrew won the deciding set and retained the championship. In the finals in doubles Pettigrew and Wakefield won from Boothby and Hilton in three straight sets. Following is the summary:

Preliminary round.—Phillips, '97, beat Tobien, '97, 9-7, 6-1. Wakefield, '95, beat Young, '98, defaulted. Stanley, '97, beat Burrill, '97, 10-8, 4-6, 6-4.


Semi-finals.—Wakefield, '95, beat Hilton, '96, 7-5, 6-3. Campbell, '95, beat Boothby, '96, 6-3, 6-3.

Finals.—Wakefield, '95, beat Campbell, '95, 6-3, 6-0, 6-4. Wakefield, '95, beat Boothby, '96, 6-3, 6-4, 6-2.

DOUBLES.


Finals.—Pettigrew and Wakefield, '95, beat Boothby and Hilton, '96, 6-3, 6-1.

There is quite a large entering class this fall, and below we give a list of their names, and of the fitting schools which they represent:

H. W. Blake, Somersworth High School, Somersworth, N. H.
J. F. Brackett, Latin School, Limington.
Alice M. Brackett, Limington Academy, and Latin School, Limington.
T. S. Bruce, Latin School, Lewiston.
Annie B. Bucknam, Lewiston High School, Lewiston.
Welbee Butterfield, Dover High School, Dover, N. H.
E. L. Collins, Nashua High School, Nashua, N. H.
L. B. Costello, Berwick Academy, Wells Beach.
E. S. Cummings, Lewiston High School, Lewiston.
M. E. Davidson, Belfast High School, Belfast.
Lucy E. Eastman, Parsonfield Seminary, East Parsonfield.
Jennie S. Farnum, Latin School, New Gloucester.
Florence S. Farnum, Latin School, New Gloucester.
Bertha F. Files, Lewiston High School, Lewiston.
F. W. Foss, Austin Academy, Strafford Center, N. H.
F. W. Frost, Edward Little High School, Auburn.
Alice M. Gay, Edward Little High School, Auburn.
Mabel S. Garcelon, Lewiston High School, Lewiston.
Abbie B. Hall, Lewiston High School, Lewiston.
Carrie J. Hastings, Gould Academy, Bethel.
Henry Hawkins, Maine Central Institute, Sullivan.
Mabel F. Hill, Edward Little High School, Auburn.
Maleen P. Hicks, South Paris High School, Gilead.
ANOTHER PLEA FOR COLLEGE SONGS.

LIKE every other loyal graduate of Bates, I have been deeply interested in reading the letter upon "College Songs," contributed to the Commencement Student by a well-known and public-spirited alumnus. In the estimate there placed upon the value of good songs to a college, I most heartily concur. College life, in its richly varied phases, voices itself truly and adequately in college song. Celebrations of victory, observances of honored festivals, meetings of social enjoyment and of jolly good fellowship are tame and spiritless unless the emotions that fill the hearts of all can overflow and find utterance in appropriate music. The love which each student feels for the beautiful scenes and the pleasant associations of his college, the thrill of appreciation of its subtle traits of individuality, the enthusiasm for its noble ideals, all grow clearer and intenser under the influence of those twin interpreters of the heart, poetry and music, linked together in song. And what will bring back his college days to the alumnus? What will breathe upon his care-wearied spirit the freshness and glory of the world when life was young? What, indeed, but the old melodies, wafting to him from the past memories of his college affections and hopes and joys! Thus the songs of a college are a bond of union joining all its students and graduates, the emblem and expression of their sympathy for one another and their common devotion to their Alma Mater.
And cannot Bates furnish suitable themes for song? Few colleges possess a finer campus or pleasanter surroundings. Not many institutions exhibit more vigorous or widely-ranging activities than are found in our literary, athletic, religious and musical associations. Nor do our students fall behind others in the vim and appreciation with which they enter into occasions of frolic and jollity. Certainly no college stands for ideals more worthy to call forth love and loyalty. And if Bates must wait for the lingering years to cast over her the charm of antiquity, she has, in place of old associations, the courage and hope and boundless aspiration of youth.

Then let us have Bates College songs. Let them embody all the various and abounding life of the college. Let there be songs triumphant, solemn, humorous, earnest, tender. Let there be hymns for the great anniversary days, refrains for the diamond and the football field, jolly catches for gatherings of merriment, beautiful and expressive strains for the social evening. Let Mount David and the campus, Hathorn Hall, Parker Hall and the "Gym" all have their distinctive and appropriate airs. And, finally, let the truest poets among our graduates write for us a few songs voicing our universal love and veneration for Bates; and let our best musicians set these songs to fitting harmonies.

But how are we to gain this wealth of college song? Only through the co-operation of all the graduates and students of Bates. The various kinds of songs that we need give room for the exercise of a great variety of talents. Suppose that every one of us who has ever made verses—and as many as possible of those who haven't—should write a song of some kind. Then the Student could print these contributions in its columns. Finally, those of our graduates who have musical ability could select the best of the songs, and compose for them suitable tunes. In this way I am sure we should obtain some worthy songs, and in time we could accumulate material for a creditable Bates College song-book.

To show that I am in earnest, I contribute my humble effusion, in the hope that others may follow with more valuable productions. If he will permit it I should like to dedicate the song to Mr. Pierce, as one of the first unripe windfalls from the tree he has planted. It is a song for

**HATHORN HALL.**

Our pride, our joy, dear Hathorn Hall!
Through waving maples seen,
The gray stone steps, the porch, the wall
Traced o'er with ivy green!
Glad mornings greet thee, fringing
Thy roof with golden light,
And at eve thy westward windows gleam
And bid the sun good-night.

**CHORUS:**
May Heaven smile upon thee!
May ivy green enfold thee!
O, always will we love thee,
Our own dear Hathorn Hall!

Again thy clear-toned chapel bell
Seems calling us to prayers;
Again we seem, through Fancy's spell,
To climb the deep-worn stairs;
Then, while the tender sunshine
O'er happy faces plays,
We join, with humble hearts, to sing
Our hymn of morning praise.

**CHORUS.**
Ah, who shall say, dear Hathorn Hall,
That change, or distance wide,
Or fleeting years can ever call
Thy children from thy side?
Still, wheresoe'er we wander,
Though far o'er land and sea,
Kind Memory, hand in hand with Love,
Shall guide us home to thee.

CHORUS.

G. M. Chase, '93.

CHARLES B. READE.

CHARLES BONNEY READE, of the Class of '73, died at the home of his brother, John L. Reade of the Class of '83, in this city, on Saturday morning, August 4th, after an illness of but two weeks. He was stricken down in New York City with a brain trouble, the result of overwork, and indirectly due to the grippe from which he was a severe sufferer two and three years ago. He was brought at once to Lewiston and it was hoped that rest and quiet would bring recovery, but the hope was vain. He sank rapidly and died in little more than a week after coming to Lewiston.

Mr. Reade was perhaps as widely known as any of the alumni of Bates College. For over twelve years he was connected with the United States Senate as clerk of the committees on Rules and Commerce, and later as Deputy Sergeant-at-Arms, positions which brought him wide acquaintance with the leading men of the nation. His duties in the latter position also took him at different times all over the length and breadth of the country, making him known from Maine to California, and from the Lakes to the Gulf.

He was a native of the city of Lewiston, and was born August 8th, 1852. He was the son of John Reade, and was a descendant of one of the pioneer families of this section. He fitted for college at the Lewiston Falls Academy and the Lewiston High School, entering with the Class of '73 in the fall of 1869.

After graduation he studied law in the office of Frye, Cotton & White in Lewiston, and was admitted to the bar in 1875. While in Washington he was admitted to the bar of the Supreme Court of the United States on motion of Senator George F. Edmunds of Vermont. He practiced in Lewiston until the fall of 1881, when, at the extra session of the Senate called on account of the death of President Garfield, he went to Washington as clerk.
of the Committee on Rules, of which Senator Frye was then chairman.

At Washington he stepped at once to a leading position among the most influential and trusted of the employees of the United States Senate. Soon after he went there the Senate ordered a revision of the Senate Manual, and it devolved upon him as clerk of the Committee on Rules to do the work.

It was a task of considerable magnitude and involved much hard study of parliamentary law and history. The volume contains the Constitution of the United States with the amendments thereto; the Declaration of Independence; the Articles of Confederation and the Ordinance of 1787; the Standing Rules of the Senate; the Rules for Impeachment; the Rules for the Regulation of the Senate Wing of the Capitol Building and Jefferson’s Manual of Parliamentary Practice, with the Standing Rules of the Senate, parts of such acts as affect the business of the Senate, tables showing the formation of States and Territories, the electoral vote for President and Vice-President from 1789 to 1885, and the Senators of the United States from the First Congress to the close of the first session of the Forty-ninth Congress.

The work, when completed, was at once adopted as the authority of the Senate on these subjects and continues so to-day. Mr. Reade received the highest praise from the Senate for the accuracy and depth of his researches into the parliamentary practice of that body.

In 1887 Mr. Frye became chairman of the Committee on Commerce and Mr. Reade became its clerk, continuing until 1889, when he became Acting Assistant Doorkeeper of the Senate, more commonly called Deputy Sergeant-at-Arms, which position he held until September 1, 1893, when the exigencies of partisan politics led to his resignation. On the resignation of Col. William P. Canaday, he was a candidate for the position of Sergeant-at-Arms, but was defeated by Valentine of Nebraska.

Both while clerk of the committees and as Deputy Sergeant-at-Arms it was Mr. Reade’s duty to take investigating committees of the Senate to various parts of the country. On these trips it was his duty to make all arrangements for transportation, hotels, etc., and to pay all bills. He thus traveled thousands of miles and disbursed thousands of dollars, but never met with delay or accident, and never had an account questioned.

He also had charge of the funerals of Senators Plumb of Kansas, Beck of Kentucky, Kenna of West Virginia, Gibson of Louisiana, and others, and though, to the shame of the country, it has been a not uncommon thing for scandal to arise concerning Congressional funerals, on account of the supplies carried and the conduct of the members accompanying them, there was never the slightest hint of any such thing concerning any funeral which Mr. Reade conducted.

In personal characteristics few men possess greater elements of popularity than did Mr. Reade. Gifted by nature with more than ordinary personal
beauty, he had a charm of manner and a grace of personality that irresistibly attracted every one with whom he came in contact. No man ever in the employ of the Senate was more popular with all classes, Senators and employees, than he, and his departure was universally regretted even by his political opponents. His death, coming in the full strength of manhood, cut short a career which could only have been one of credit to himself and to his Alma Mater.

He was married in 1884 to Miss Estelle M. Hall, of this city, who survives him. They had no children.

PERSONALS.

'67.—Rev. H. F. Wood has resigned the pastorate of the North Street Free Baptist Church of Bath. Mr. W. intends to travel in Egypt and Palestine.


'70.—Rev. A. G. Chick, of Hebron, N. Y., preached in Lewiston September 9th, in the Bates Street Baptist Church.

'73.—President J. H. Baker, of Colorado University, has spent his summer vacation in Europe.

'73.—Charles B. Reade, Esq., formerly Deputy Sergeant-at-Arms of the United States Senate and for the last year an attorney in New York City, died suddenly in August last. Funeral services were held in this city, at the house of his brother, Mr. J. L. Reade, Bates, '83.

'74.—Rev. A. J. Eastman is pastor of the Congregational Church in Bethlehem, N. H.

'74.—F. B. Stanford, of Brooklyn, N. Y., the earliest editor-in-chief of the Bates Student, has a story entitled, "Peter Gimp's Idea Club," in the Sunday-School Times of August 11th.

'74.—Hon. F. L. Noble has been elected to the House of Representatives.

'75.—Prof. James R. Brackett, of Colorado University, has been spending his vacation with friends in Lewiston.

'80.—E. E. Richards, Esq., has been elected county attorney for Franklin County.

'80.—W. H. Judkins, Esq., has been elected county attorney for Androscoggin County.

'81.—Rev. W. W. Hayden is pastor of the Free Baptist church at Brockton, Mass.

'82.—S. A. Lowell, Esq., has a flourishing law practice in Pendleton, Oregon.

'83.—Prof. F. E. Foss, head of the department of Civil Engineering in Pennsylvania State College, has been visiting in Lewiston.

'83.—Mr. H. H. Tucker is principal of the High School in Laconia, N. H.

'84.—Lieutenant Mark L. Hersey, military instructor of the Maine State College, received a telegram at Augusta, Wednesday, August 15th, summoning him to Washington to report for the purpose of examination for promotion.
'84.—Rev. A. Beede has been elected Dean of Redfield College, S. D., and has removed to Redfield.

'84.—Mr. C. S. Flanders is somewhat out of health at his home in Concord, N. H.

'85.—Mr. John M. Nichols has been elected principal of the High School in Peabody, Mass.

'85.—Rev. M. P. Tobey is pastor of the Free Baptist Church in Ossipee, N. H.

'85.—Rev. F. S. Forbes was a delegate to the State Convention of the Young People's Society of Christian Endeavor and spoke August 29th, in Pine Street Congregational Church, on Temperance Work in the West. During his residence in the West, Mr. Forbes recovered his health and he intends to spend next year in graduate study at Harvard University.

'86.—Mr. E. F. Burrill is teacher of Ancient Classics in the High School, Oakland, Cal.

'86.—Mr. James W. Flanders is married and residing in Wilmot, N. H.

'86.—Rev. Charles Hadley has returned from his missionary labors in India with health much impaired.

'86.—Prof. W. H. Hartshorn has been transferred to the Chair of English Literature in Bates College.

'86.—F. E. Parlin is superintendent of schools in Natick, Mass.

'86.—Rev. F. W. Sandford is engaged in very successful evangelistic work in Maine.

'88.—B. M. Avery, of Monmouth, has been engaged as principal of Somerset Academy at Athens and opened the fall term Monday, August 20th.

'89.—Miss N. Jordan has a position in the High School at Marlborough, Mass.

'89.—Miss M. S. Little has been elected to fill the vacancy in the Lewiston High School caused by the resignation of Miss Meserve.

'89.—Helen E., infant daughter of Mr. and Mrs. G. H. Libby, died this summer at the residence of Major J. D. Pulsifer, Auburn.

'89.—C. J. Emerson, Esq., has completed his studies at the Harvard Law School and been admitted to the Sussex Bar.

'89.—Fernald is studying medicine in Boston University.

'90.—F. W. Plummer, sub-master of Lewiston High School, has accepted the position of sub-master of the High School in Lynn, Mass.

'90.—E. W. Morrill, of Montpelier, Vt., and Miss Effie J. Woodworth were married June 27th at South Turnbridge, Vt.

'90.—Miss Blanche Howe has a fine position in the High School, Stamford, Conn.

'91.—Mr. H. J. Chase has been elected teacher of Physics in the Latin School, Cambridge, Mass.

'92.—Mr. C. C. Ferguson was married August 21st to Miss Vann Meserve of the same class. They make their home in Pittsfield, Me.

'92.—H. E. Walter has been elected teacher of Biology in the North Division High School, Chicago, Ill.
'92.—Mr. E. E. Osgood is about to enter the Emerson College of Oratory in Boston.

'93.—Prof. N. C. Bruce, of Shaw University, Raleigh, Va., and Miss M. J. Tinsley were married September 13th.

'93.—Miss A. L. Bean is teacher of English in the High School, Natick, Mass.

'93.—George M. Chase is teacher of Latin and Mathematics in the David M. Hunt Classical School, Falls Village, Conn.

'93.—Miss M. J. Hodgdon has resigned her position as teacher of sciences in the High School at Middleboro, Mass., to accept a more desirable one in her own city, Nashua, N. H.

'93.—E. L. Pennell is principal of the Greeley Institute, Cumberland, Me.

'93.—A. C. Yeaton is teacher of Natural Sciences in Westbrook Seminary.

'93.—Miss H. D. Church is assistant in High School, Bourne, Mass.

'93.—Ralph A. Sturges, principal East Bridgewater, Mass., High School.

'93.—H. B. Adams died at his home in Danville Junction August 6th. His funeral was attended by eight members of the Class of '93, four of them acting as his bearers.

'93.—L. E. Moulton, principal of Monson Academy, and Miss A. G. Bailey, of Lewiston, were married August 1st, by Rev. Martyn Summerbell, D.D.

'93.—M. E. Joiner is principal of the High School, Bourne, Mass.

'93.—Miss H. D. Church is assistant in the High School, Bourne, Mass.

'94.—L. J. Brackett is engaged with his brother in the management and editorship of the Phillips Phonograph.

'94.—A. W. Small is principal of the High School, Antrim, N. H.

'94.—H. M. Cook is principal of the High School, Fort Fairfield, Me.

'94.—D. F. Field has a position in the National Bank at Phillips.

'94.—E. J. Hatch, of Montville Center, and Miss Nellie Coffin of Auburn, were married July 2d.

'94.—Miss Leslie is first assistant in Pennell Institute, Gray.

'94.—S. I. Graves is principal of the High School, Bowdoinham.

'94.—Miss Gerrish is assistant in the High School, Pittsfield, N. H.

'94.—J. C. Woodman is principal of the High School, North Reading, Mass.

'94.—E. F. Pierce is at the Allen Classical School, West Newton, Mass.

'94.—Miss Cummings is assistant in the Bowdoinham High School.

'94.—W. E. Page is at Yale Divinity School.

'94.—J. B. Hoag is principal of the Grammar School at East Weymouth, Mass.

'94.—Miss C. B. Pennell has a position at Richmond, Me.

'94.—F. C. Thompson has a position at Westport, Mass.

'94.—J. W. Leathers is sub-master in the Auburn Grammar School.

'94.—A. J. Marsh has entered the Theological School, New York.

'94.—A. H. Miller will enter Bowdoin Medical School.
College Exchanges.

At this writing very few exchanges have come to our table. Nearly every one of these is a Commencement number and is filled with glowing accounts of graduation exercises and with extracts from Senior orations. It is interesting to notice how college journals are influenced by what occurs just before each issue. In the spring it is base-ball, in the fall foot-ball and in the winter in-door meets. Page after page is filled with these accounts especially in New England. It may be well to merely note an interesting event in college sports, but to devote page after page to such items is entirely wrong. A college magazine should publish the best literature of the college, irrespective of person or class. Our ideal is better attained by the Dartmouth Lit and the Nassau Monthly than any college publication known to us. This is because they strive to make their pages purely of a literary nature instead of athletic bulletins. We notice that the magazines published under the competitive system stand highest in the scale of literary merit.

Let us repeat, in substance, what we said editorially in a former issue. Let all students compete for space in their college magazine and give the editors a chance to choose matter for each number in place of resorting to the usual method of publishing anything they can get just because it is all they can get. Under the latter, and far too frequent method, a magazine cannot attain high literary merit. It may rise and fall in the scale, but its highest mark will be much lower than it would be if severe criticism were passed upon each article submitted to the literary editors under the competitive system. There is need of reform in college journalism. Too free use has been made of the shears and paste-pot. Too many articles of low wit have been printed. Senseless rhymes and doggerels ought to yield their columns to sonnets and genuine poetry. Let the would-be poetical wit serve an apprenticeship on the staff of Drummer’s Yarns and Truth (if he can secure such a position) and give his college mate of literary taste a chance to exercise his brain. Let every editor be sure that everything within his journal is worthy of the perusal of his English professor and he may be sure of raising his standard.

We regret that so few journals have come to our table. We would mention others which we have were they worthy of it. We stated six months ago that we did not care to exchange with and would not notice a magazine which supported no exchange department, wrote its editorials with the shears and filled its local columns with college slang. We have many such stored up with which to kindle autumn fires.

Harvard Monthly.—We would make special mention of the poem in the Harvard Monthly of July, entitled “Legends of Lost Haven.” This magazine always has some readable poetry and its prose articles are excellent as a rule.

The Cadet.—We are glad to welcome the journal from Orono. It appears in
a new form and is much improved. The July number contains an interesting article on astronomy, entitled "Our Celestial Neighbors."

The Southern Collegian.—For short, interesting stories The Southern Collegian takes first place. Its stories are always fresh, well told and sensible. "The Secret of the Roses," in the June number, is true to life. It comes to us with a warmth of Southern life which is needed in this colder clime. Very few college stories are of sufficient interest to any one, except the writer and his confidential room-mate, to warrant a thorough reading. This is a story that lingers in the mind like "The Secret of the Roses." Read it, all who contemplate writing a story for your magazine, then be as true to nature, and your story will be a success.

Magazine Notices.

A prominent feature of the September Century is a continuation of the unpublished correspondence of Edgar Allan Poe, edited by George E. Woodberry, and dealing this month particularly with the Philadelphia period of Poe's life. Mrs. M. O. W. Oliphant, whose biographical work is not less attractive than her novels, contributes a paper on "Addison, the Humorist," this being the last of her papers in the magazine on the characters of the reign of Queen Anne, which are to be published in book form by the Century Co. during the autumn. Adapted to the season for the re-opening of the schools are two entertaining papers. The first is an account of "School Excursions in Germany," by Dr. J. M. Rice, and the other is "Playgrounds for City Schools," by Jacob A. Riis, whose studies in New York tenement-house life are well known. Recent readers of the Century will remember the story, "Their Exits and Their Entrances," by George A. Hibbard, in which the efforts of a match-making friend to bring together two eligible people are continually thwarted by circumstances. Mr. Hibbard has written a sequel for this number, entitled "The Whirligig of Time," in which the situation is somewhat reversed, and has humorous complications.

The complete novel in Lippincott's is "Captain Polly," by Mary A. Denison, and deals with the philanthropic work of the Salvation Army. The heroine, a banker's daughter, leaves a luxurious home to dwell for a time in Paradise Flats, and tries, not without success, to alleviate the miseries of her neighbors there. The hero follows her in disguise, and the tale comes to an orthodox end. "How I Found the Baron," by Edward Wakefield, describes a queer piece of semi-political history, including a dangerous expedition through the wilds of New Guinea. "The Evolution of the Heroine" is a pleasant literary essay by Prof. H. H. Boyesen. In "Head-Lines" W. T. Larned collects and comments on some of the worst liberties of the American press.

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