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VOLUME XI.  
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THE  

Bates Student  

April, 1883.  

Published by the Class of '84,

Bates College.
JOHN N. WOOD
DEALER IN
COAL AND WOOD,
No. 8 Middle Street, Near Maine Central Upper Station.

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EDITORIAL.

ONE good object is gained even by such disasters as the burning of the Newhall House at Milwaukee, and the panic in the German Parochial School in New York. Public attention is turned to the evils which promote such disasters; and some remedies are being introduced. The frightful catastrophe which occurred in a New York five-story public school building in 1851, shows what is liable to happen in buildings with like opportunities for a panic. The investigation which has been made in that city by the society for the prevention of cruelty to children, shows that many school buildings are traps for such disasters. Houses containing two thousand pupils, with narrow, rickety stair cases have been found. The doors of these buildings open inward and are kept locked during school hours. Better security against fire and loss of life in burning buildings seems to be the demand of the time. "A public building should be constructed with a view to the circumstances in which its frequenter and inmates should find themselves in case of a fire or a panic," is a principle which authorities should not overlook. Several
college papers have been agitating the matter of fire-escapes to the dormitories. At Harvard, Brown, and some other colleges the question has been discussed, and at some of these institutions the movement has already been successful. The authorities of some have already provided fire-escapes for the dormitories. About two years since the students of Bates petitioned to the Faculty, that some holes which had been accidentally (?) made through brick walls be made permanent by being properly finished. One of the reasons which accompanied the petition was, that there might be two ways of escape from the upper floors. The petition was granted, thus placing Bates among the first to act in this matter.

There should be some time devoted to miscellaneous reading by every student in college. This is as much a part of our education as anything that is found in text-books. What is the use of memorizing Roman history ever so perfectly, if, while we are doing this, we know nothing of the present events of our own country and of the world? If only one can be done, we claim that it would be far more profitable to understand what is transpiring around us now than to know what took place in the remote past: better to know the wants of mankind at the present time than to be able to trace the tree of the human race from its trunk throughout all its minute branchings. All education is for the use of the educated at the time in which he lives. You may say that education should be largely disciplinary, and so it should; but is it not the office of all discipline to prepare the disciplined for action? Is not an army disciplined that it may fight a better battle, if need be; and should not the mind be disciplined that it may grapple with the problems of its own time more manly and effectually? But how can it grapple with what it knows nothing of, and how can one know anything about the world at the present time unless he gives some attention to this subject, and especially to the best newspapers of the time? It is better to have only ordinary proficiency in our text-books and know something of the world in which we live, than to know text-books by rote and be entirely enwrapped in them.

It is rather startling to be told that one voter out of every five in the United States cannot write his name, and that nearly as large a proportion cannot read. With every four intelligent voters, if two of them take opposite sides on great political questions, there is one illiterate man who holds the balance of power between them. This mass of illiteracy is the working capital of the demagogue, and in some States has become a potent factor in politics. It is a prolific source of crime, and a constant menace to good government. And a most significant fact is that it is rapidly increasing. Of the eighteen millions of school children, who are to make the future men and women of the country and stamp the impress of their own characters upon its history, only one-third are regular attendants upon public schools.
The grand mistake seems to have been made in granting to such a number of ignorant persons the right of suffrage until they had acquired sufficient knowledge of our institutions to fit them to become good citizens. But since it is now too late to take the power from them, it only remains to look the matter squarely in the face and see what measures must be adopted to reduce the danger to a minimum. How to control our present illiterate population and guard against its future increase must soon become the great question to engage the attention of our statesmen.

The pulpit, the press, and the ordinary agents in molding public opinion are of no avail, for they never reach this class. State support of public schools is inadequate, for in those States where the danger is the greatest it is least realized and least is being done to avert it. In the South, where twenty per cent. of the whites are illiterate and over seventy per cent. of the colored population, the State will never provide for this mass of ignorance. There seems to be no way but for the general government to establish a system of national education, compelling attendance upon the public school, and then making an educational qualification the basis of the right of suffrage.

No method of instruction is so effectual as object teaching. This is true not only in primary schools where children are learning their alphabet, but also in all higher institutions of learning, and in the entire study of life; for he that is advancing in education is always learning his A, B, C's in some new branch of science. Tell a child that a globe is round and he will know but little more about a globe than he did before; but show him a globe and he knows all about it. So it is with students in college. Tell them about the baleen plates of a Greenland whale, or of a crocodile's stomach, and they will not know much about it; even if they could tell all the book says about it, and pass a perfect test on the subject, perhaps they would not recognize these same articles if they should stumble over them in the street. It is true the real articles we learn about cannot always be conveniently obtained for exhibition, this is especially true in all branches of natural history; but all that can be obtained should be carefully examined by each student for himself. This method impresses facts upon the mind in such a way that they are not easily forgotten.

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**LITERARY.**

**A HYMN.**

All Holy, Ever-living One!
With uncreated splendor bright!
Darkness may blot from heaven the sun,
Thou art my everlasting light.

Let every star withhold its ray;
Clouds hide the earth and sky from sight;
Fearless I still pursue my way
Toward Thee, my everlasting light.

Thou art the only source of day;
Forgetting Thee alone is night;
All things for which we hope or pray
Flow from thine everlasting light.

Still nearer Thee my soul would rise;
Thus she attains her highest flight,
And, as the eagle sunward flies,
Seeks Thee, her everlasting light.

—Thomas Hill, D.D., in Independent.
THE ETHICS OF EVOLUTION.
BY J. A. C., '77.

MR. SPENCER'S definition of moral conduct, as that which produces a surplus of pleasurable over unpleasurable emotions, is one intrinsically false. It virtually makes the agreeableness of an act the test of its moral quality. If it were true, then those actions which tend directly to personal gratification would be *par eminence* moral. Our sense of the agreeable is most vivid when personal satisfactions are involved. Hence, according to the fundamental assumption of Mr. Spencer, which makes both individual and general happiness the sole object of morality, it must necessarily follow that our judgments of self-regarding acts must be especially obvious and explicit, yet, as Mr. Spencer himself clearly recognizes, the very opposite is true in respect to them,—that conduct which seeks the good of others, being most emphatically termed good. If the agreeable were the sole test of the morally right, this would be impossible.

I have said that this theory of ethics fails to comprehend the nature and the philosophy of the individual consciousness. Individual morality, as something separate and apart from purely social morality, has logically no place in the ethics of evolution. It affords no explanation of the fact that I am bound to seek the good of others, even at the denial of selfish gratifications. Its standard of moral values, the surplus of pleasure, individual or general, which is likely to result from any given act, is a purely relative one. It is as shift-

*Actions of a kind purely pleasure-
able in their immediate and remote effects are absolutely right, and they only," says Mr. Spencer. Yet, as he implies, such actions have not yet taken place, and will not it may be for myriads of ages yet to come. Again he declares that "conduct which has any concomitant of pain, or any painful consequence is partially wrong," which statement is purely correlative to the former one. An absolute ethics, this! But let us see how it will apply to moral conduct. All conscious resistance of evil, whether of a physical or mental nature, is more or less painful. The inebriate does not conquer his appetite without a painful struggle. But to maintain that his effort to recover self-mastery is wrong or immoral in any degree, is to declare war with the instincts and judgments of all mankind, to contradict the usages of all language, and empty words of all positive and definite meaning. This system of ethics has no logical basis for the sense of right, and the sole moral motive it presents is the consequences of human action—a motive that could exert no coercive or regulative power over us were it not for the moral nature of man from which it derives its validity. Accordingly, when Mr. Spencer teaches "that the sense of duty, or moral obligation is transitory, and will diminish as fast as moralization increases," he virtually denies the reality of duty or moral obligation altogether. Mr. Spencer himself admits that this "will be to most a very startling conclusion." To one unfamiliar with the paradoxical extravagances of philosophy, so bald a sophism is, indeed, "startling." The moral progress of the race, hitherto, has been through the education and development of the faculty of conscience, or the sense of duty and obligation. This sense Mr. Spencer declares to be gradually diminishing in proportion as moralization increases. He thus regards it as a temporary illusion of mankind. However, it seems still to afflict even the wisest and the best of our race. In fact it was never more prevalent than it is to-day.

If our sense of right and obligation were, as Mr. Spencer affirms, derived from a mere consideration of the pleasurable or agreeable, then it, indeed, could not be a permanent faculty in our nature, or, to speak more exactly, it could not exist at all, not even as a chimera of the mind, for our notion of conscience, or the moral faculty is inseparable from that of mind itself. As a matter of experience we each believe in the reality of duty, and the great men of the world,—Jesus, Paul, Socrates, Luther, Dante, Shakespeare, Milton,—instead of regarding it as "transitory" have always proclaimed it as absolute and eternal, and have cherished it as the profoundest conviction of their lives.

"Because it is right." What more absolute or perfect ground for any moral act than this can the ethics of evolution adduce? Until the moral nature of man has set its stamp upon a certain act, and thus shown it to be obligatory, no estimation of its consequences can impose its performance upon us. The ethics of evolution teaches a morality which is without
any constraining motive whatsoever, for it is sufficiently evident that we are under no obligation to seek happiness as an end. By making the agreeable the final test of right action, it virtually resolves all morality into self-seeking. It, therefore, has no proper place for disinterested love or benevolence, and utterly fails to recognize the law of self-denial as the highest law of rational being. These sweeping negations of all morality in which it thus results, are the logical and necessary outcome of the principle of fatalism on which it is based.

A MESSAGE.
BY N., '77.
Not from over the seas it came,
Nor yet from the Northern clime,
But from the land of the sunny South,
The home of the summer time.

It came when the skies were gray and cold,
All nature was dull and drear,
When winds were chill and fields were bare,
It came my heart to cheer.

'Twas not the wing of the lightning tamed
That brought the message to me,
They were not traced by love's fond hand.
These tidings so glad and free.

A tiny guest from sunnier lands,
A dainty winged thing,
With his crimson vest and coat of gray,
The message sweet did bring.

He poised upon a bough o'erthead
And trilled his merry lay,
And this the story that he told
One well-remembered day:

"I come to bring you, merry heart,
Glad news from distant lands,
Spring-time has burst the chilly grasp
Of winter's icy bands.

"List! you can hear the babbling brook
That now the story tells,
While joins the chorus far and near
Each little bud that swells.

"She comes! the maid by poets sung,
Clothed in her robes of green,
With garlands crowned of fairest bloom—
Sweet May, our beauteous queen."

THE ANECDOTE IN LITERATURE.
BY W. H. J., '80.

WITHOUT entering upon any exhaustive or extended treatment of this theme, I purpose in an informal manner to call attention to certain advantages possessed by the anecdote, as an element of composition, which are often, if not generally, overlooked. That the anecdote should not have received more distinctive notice in rhetorical study is surprising. A cursory observation of the power possessed by the master of it will at once show how important and necessary a proficient use of it may become to the writer or speaker.

Is it not true that the distinctive feature of our modern oratory, both of the platform and pulpit, is the anecdote? Expunge from the sermons of Beecher and Talmage the anecdote with all allusion to it and you would take away all the fascination and charm of their oratory. Strip from the speeches of Phillips every element of the anecdote and the spirit and energy of his eloquence would be lost. An examination of the anecdote will show the reason of its value and utility. It is an example, a touch, of nature. And, since all literature treats of nature as exhibited in one form or another, the anecdote properly employed will illustrate any element which the speaker desires to emphasize. And it has this advantage: it is always concrete and not abstract. This gives it especial utility in all didactic composition. As the child is advanced to a knowledge of general principles only
by the simple presentation of examples, so in the heat of public debate and discussion, the popular assembly rises to a comprehension and acceptance of general truths only as they are discerned in particular instances. While a public body may yield a quiet and indifferent assent to grave principles deliberately enunciated, it is only when they rise in imagination to see the practical bearing and drift of them in action that they awake to a vigorous and enthusiastic acceptance.

Besides illustrating principles, the anecdote possesses the additional element especially valuable of humor. This element, in its practical value, cannot be overestimated. An audience rarely finds fault with a speaker's principles when it is obliged to accept them with a smile and receive them between intervals of laughter. People will pay more for something to laugh at than for any other object, and they feel a double obligation to their entertainer when their intellectual exertions are ameliorated by humor and wit.

When, before the war, slavery was in one form or another the all-prevailing subject of popular discussion and grave and venerable disputants defended that institution, and proved, at least to their own satisfaction, both from the Bible and from the Constitution, the right and legality of that system of society, the ear of Freedom in the North had but to hear some tale of injustice and grief fresh from the negro cabin of the South, when her voice thundered forth in defiance of all perverted reason the stirring exclamation, "This accursed institution must be banished from the land." Harriet Beecher Stowe wrote a book of just such anecdotes, which she called "Uncle Tom's Cabin," and the single reading of that volume carried more conviction to the popular heart than could be removed by a score of statesmen's speeches, backed by logic and precedent.

The anecdote has two advantages: first, it illustrates principles and, second, it enforces attention. It illustrates principles by showing their practical working in society. It enforces attention because it is an easy, simple, and entertaining method of communicating ideas, and because it is so often aided by humor and wit.

The anecdote, as an element of composition, has most illustrious sanction. It was the method adopted by the Great Teacher when in His sermons, recorded in the New Testament, He first inculcated in the minds of His disciples the cardinal principles of His religious system. The parables are all anecdotes. Macaulay's "Essays," the celebrity of which it is unnecessary to speak, owe no inconsiderable amount of their vigor, originality, and force to the painstaking and judicious use of the anecdote. It may be said, on account of the presence of wit and humor which so naturally assist it, that the anecdote is a dangerous weapon. So it is. It gilds the dangerous principles of an Ingersoll with so dazzling a gloss that the public audience who listens to him is wholly unconscious of their real and naked deformity. But it is an equally powerful weapon when skilfully employed in the defense of
truth. The weapon is not at fault. It is the master of it. The sword may not be bloodless, but it is guiltless. Therefore, without any disparagement to those studies which fill the mind with the rich stores of knowledge, or which train the reasoning faculty to systematic and rigid habits of thought, I would say to those who are fitting themselves for the pulpit, the bar, or the press: With all your mastery, master the anecdote, and you will wield a weapon that will be most admired by your friends and most feared by your enemies.

THE GREEK IDEAL CONTRASTED WITH THE CHRISTIAN.

BY MISS N. R. L., '83.

A FEW coins, some marred remains of architecture and sculpture, together with a collection of literary masterpieces, have caused Greece, a tract of land half the size of New York State, to be styled the nation that has "done most to promote human knowledge, human art, and human culture." In a still smaller country, nearly two thousand years ago, there dwelt for thirty-three years the founder of what has been called a "wide and still widening Christendom." "On earth peace, good-will toward men," may be taken as a maxim illustrating what Christianity has done and is still doing to dispel wars and mold the nations of the earth into one brotherhood—Hellas and Palestine! Greek and Jew! Pagan and Christian!

Passing by for the present ideals that may be formed, as of government, society, amusements, and virtues, let us contrast Greek and Christian by the attributes ascribed to their great men. Those men who are most renowned, not only by their countrymen but by the world, must possess some of the qualities desired for an ideal. The union of all the perfections thought attainable for an object constitutes its ideal.

Notice the circumstances that have molded the thoughts, aspirations, and characters of that number of these two people, who formed types of greatness. Greek ideals can be selected only from the thousand years that preceded the birth of Christ, but this was early enough in the history of the world to make her writers, originators, to make Socrates one of the first great moral teachers. At the death of our Saviour, Christians began as they still continue, to shape their lives by that of their Master. From a small beginning the Christian religion has spread until it has become world-wide. Its growth has not been uninterrupted. Corruption in the Church and attacks by its enemies have called forth the staunchest of its faithful supporters, who have given to it a new life. The territory of the Greeks was small, in a sunny clime, and bordered by the sea. The famous Greek festivals, where skill was shown, not only by the athlete but by the poet, were especially suited to their climate. Christian missionaries have made their homes in the torrid and frigid, as well as the more congenial temperate zones.

Greek characters and thoughts have been preserved to us by rare authors. Of their work it has been said: "There
never has been elsewhere in the world so much written approaching so nearly to ideal perfection as among the Greeks.” The universal admiration that the scenes and characters depicted by Homer have won, shows them to picture what was sufficiently beyond the real to be ideal. The characteristics for which the Homeric heroes were noted can be seen from the following descriptions: Agamemnon, who, although in “chivalrous spirit, bravery and character altogether inferior to Achilles,” “nevertheless rises above all the Greeks by his dignity, power, and majesty”; “Ajax, second only to Achilles in bravery”; “Gallant Diomed,” and “high-born Ulysses, man of subtle shifts.” Bravery, dignity, and cunning, combined with beauty of form and feature, must belong to the heroes of Homer.

Every important Christian nation has its charmed circle of authors. What Milton designed for the epic of the English language conveyed its truths, like the works of Dante, by making vice hideous and virtue attractive. Of the various classes of writers there is said to be the least difference between the way in which Greek and Christian historians picture events and characters and philosophize concerning them. The writings of the Greeks did not cover as broad a field as has since been opened to authors.

The Greeks have set forth their heroes as worthy to be imitated; have described to us their gods; have, like Demosthenes, given eloquent warnings; and, like Pericles, urged to better citizenship; but only in Socrates and his disciples do we find anything approaching the efforts of Christians to ennoble mankind and impress upon them the importance of cultivating all the moral virtues, that make purity and completeness of character. Religion has furnished Greeks and Christians with subjects for their most famous productions. The works of the three greatest artists of Greece embodied their conceptions of the deities Jupiter, Minerva, and Venus. It is in scenes from the life of our Saviour that Christian painters have won most renown. Raphael’s “Sistine Madonna,” Michael Angelo’s “Last Judgment,” and “Corregio’s Holy Night” show how much of their ideals the painters succeeded in putting upon canvas. Although the Greeks made music a science, they did not use it as a means of conveying to us their grandest thoughts. It was merely a pleasing accompaniment to the recitation of their poems. The souls of the great German musicians poured themselves out in sacred music.

Among the men honored by the Greeks is Leonidas the nation’s hero, who, refusing to flee, with his three hundred faced inevitable death at Thermopylae. Grander far has been the example of thousands of Christian martyrs, dying for their belief in Him, who could say in the agony of the cross: “Father, forgive them, for they know not what they do.”

“To suns that shine forever yonder, O'er fields that fade not sweet to flee, The very winds that there may wander, How healing must their breathing be.”

—Schiller.
THE SNOW DROP.
BY KATE GOLDSMITH.
The winter's past, and spring they say has come,
Myself I throw upon the cold, cold ground,
But oh, it chills me as it were my tomb!
Can any warmth or life in it be found?
And then my ear I lay down close, so close,
The beating mother heart that I may hear,
No, no, she will not rise again nor live,
The snow's her winding sheet and this her bier.
No more sweet breaths, and kisses from the South,
No more glad sunshine, warming through and through,
No flow'ry words from such an icy mouth,
They told me truly spring would waken you!
The tears are freezing on my pallid face,
Sadly I thought that death enthralled me.
When lo, a fair, sweet blossom met my eye,
And, crowding back my tears, I laughed for glee.
This little fragile flower amid the snow,
Is promise sure that spring has truly come,
How can I wait, dear mother, for I know
Thy face will smile again from out the gloom!

ARCTIC EXPLORATIONS.
BY J. C. P., '83.
FIFTY-FIVE centuries in the history of man had passed; and the great navigator unfolded to the world a new continent.
Step by step in the past, the discoverer has pushed his way to unknown lands. Little by little the secret places of the earth have opened up before his eyes. The temperate regions of the globe, which were better adapted to man's nature, were first explored and occupied, and there remained the burning lands about the equator and the cold regions about the poles. But the indomitable perseverance of Stanley has at length revealed to us the secret of those desert lands in Africa, the blazing home of the sun.
That portion of our great earth which at the present battles the ingenuity of man, is confined to the cold and barren lands within the polar circles. On account of the broad expanse of water in the southern hemisphere, the antarctic regions have offered him little attraction.
But at the North, the chain of ice which separates Western Europe from Eastern Asia and which connects North America with the arctic land, has presented to him a barrier worthy his most strenuous efforts. The discovery of Iceland by Nadder, the Viking, about 870, and of Greenland, by Eric, about 982, were the first steps toward arctic explorations. At the close of the tenth century there was a thriving trade between Norway and Greenland, and we have reason to believe that many vessels had been driven far up through Davis Strait; but the discoveries they made were wholly the result of chance, and we have no definite record of them. Several centuries passed and knowledge of the North was limited to the few settlements in the south of Greenland. Previous to the discovery of America, the opulent trade between the countries of Europe and the Indies had to be carried on by means of caravans over the barren Arabian deserts. How shall we find a shorter passage to the Indies had long been the question for the rich trading companies. It was to answer this question that Columbus left Spain and sailed out into unknown seas. But he discovered a new continent and not
The wished-for Indies. Hindered as it appeared from sailing directly west, Sebastian Cabot originated the idea of sailing north-west, and under the British flag made the first of a series of expeditions for that purpose. The trading companies and several of the European nations equipped and sent out many vessels; and for the next two or three centuries, few years passed without seeing some explorer struggling amid the ice fields of the North.

But the failure of every expedition has proved that if there is any passage from the Atlantic to the Pacific it has no practical value. It having been determined that the interest of commerce cannot be advanced among those mountains and valleys of ice, the expeditions of the past century have been for the purpose of discovery; hence that strange fascination that arctic explorations possess.

The explorer is not hired on by the gain of the merchant, or by the glory of the conqueror. Discovery is his aim; and the passion for adventure in the wildest and most dangerous of oceans, stimulates him in his labor. While the sea is rolling about him and is tossing on its bosom vast mountains of ice, which grind and crash against each other with a sound like a mighty volcano, the most consummate skill and watchful foresight are required to bring him through in safety.

The discoveries made by Parry, Franklin, and Rosse in the first half of the present century have resulted in giving to us a correct knowledge of the position of many of those islands and sounds which are the links in that chain of ice connecting our continent with the unknown regions beyond. In the winter of 1853-4, Dr. Kane sailed up through Smith’s Sound and gazed upon what he believed to be an open polar sea. Seven years later Dr. Hayes sailed by the same route, penetrated one hundred miles further north and standing on Cape Zieber, exclaimed, “I have shown that an open polar sea exists.” The great English expedition of 1875-6, under Capt. Nares, sailed up through Kennedy’s Channel and pushing forward amid great difficulties reached the latitude of 83° 20' 23''. This is the farthest northern point ever reached by man. Nothing but vast fields of ice met his eyes. His endeavors proved that beyond Grant Land there is an ocean but that it is frozen over seven months of the year. One of the most successful expeditions was that of the Vega, under the command of Prof. Nordenskiöld, which left Sweden, July, 1878. He sailed east following the coast of Northern Asia and has proved that a north-east passage exists.

The failure of the late Jeanette expedition raises anew the questions: Of what use is arctic discovery? Does the world gain enough in return for the wealth spent and the lives lost? If a full and accurate knowledge of the world in which we live is valuable for its own sake, then arctic explorations are justifiable. The information gained is most valuable from a scientific point of view. The phenomena observed in those northern regions must be of a special character; and may reveal facts having an important bearing, not only upon the present condi-
tion of the world, but also upon its past history. Prof. Loomis once said, “There is scarcely a problem connected with the physics of our globe which can be fully understood without a knowledge of the phenomena within the polar regions.”

And what shall we find at the poles? Shall we find, according to an Esquimaux tradition, an island in an iceless sea, where the musk-ox roams and where some secluded family of the human race dwells in happiness and peace? Will the ocean be at rest, “Still as the seas ere winds were taught to blow, Or moving spirit bade the waters flow.” or is the space around the pole filled with masses of thick-ribbed ice? This secret, time alone can reveal.

COMMUNICATION.

Editors of the Student:

In the October number of the Student an article appeared deploiring the condition of many of our common schools,—an old and hackneyed subject, but very forcibly brought out by the writer of that article. It is true that many of the common schools are in a lamentable condition, and some seem determined to remain so even under the best of management. The principal trouble complained of by that writer was concerning the higher branches of study that have been introduced into the schools, resulting, as he says, in waste of time and the loss of thorough elementary work. Now where should the blame fall? Is it not a seed dropped from our higher institutions, and taking root in the lower? The writer of that article will not attempt to deny that a majority of the college and high school students, who serve as teachers in the common schools, encourage the study of these higher branches. And shall we look for reform at their hands? There are but few common schools in the State where the higher studies are required by directors. The State laws distinctly point out the studies to be pursued in the common schools, and no teacher is obliged, except in special cases, to teach Latin and Greek, or the higher mathematics. It is in most cases a mere matter of choice, and is not urged upon the teacher.

We know there is lack of system in the schools. It has been protested by the best educators all over the State, and all systems, however perfect, will have opponents. It is much easier to condemn existing systems than to formulate new ones. It seems to the present writer a roundabout way to improve these worthless institutions by taking the money now expended for them, and placing it in the hands of college and high school faculties, as our correspondent hints in his article. To be sure, we are to look for Joshuas from the classical institutes. But is it policy to let the common schools perish, as it were, in the wilderness, while these Joshuas are preparing to lead them through it? Only a handful of the two hundred thousand scholars in the State can ever obtain, under our present system, more than a common school education. Should not this education, then, consist of more than the mere
elements? Should not the training of this great army of scholars be as carefully fostered as "the higher scholarship" of the State?

Now the real and only reliable source from which we can hope to find relief from these difficulties is in proper legislation.—legislation that shall give more power to the school directors. Until this is obtained and carried into effect, there will be few changes for the better in the common schools.

J. H. D.

IN MEMORIAM.

For the first time Death has visited the class of '85, and we are called upon to mourn the loss of one honored and respected, snatched from our midst by his ruthless hand.

Miss Nellie M. Parlin died at her home in Lewiston on the 17th of February, 1888. She was born at Milford, Maine, February 19, 1864. When she was two years of age her parents removed to the town of Bradley. There she first entered school at a very early age and made very marked progress, often being in the same class with scholars five or six years older than herself. After residing in Bradley about six years, her parents removed to Upper Stillwater, and thence to Lewiston. Immediately on coming to Lewiston she entered the Grammar School from which she graduated a year in advance of her class. She entered the High School in the fall of 1877, where she remained and graduated with the class of '81. Her career in the High School was one that brought credit to her and won the respect both of the teachers and scholars. Being very desirous of pursuing her studies farther, she entered Bates College in the following fall with the class of '85.

During her first year in college it became evident that too close application to her studies was breaking down her health. She was very loath to yield, and it was not until she was compelled to that she gave up her books and sought to stay the destructive hand of consumption. In the earlier part of her illness, being very desirous of accomplishing much, life seemed very precious to her; but when she came down to the approach of death, she became reconciled to the Divine Will, and passed away in the hopes of a true Christian.

Upright in all her ways she chose as her associates only the best, and was always a close observer of the truth. Her great desire was to acquire a good education. She was very fond of music and in this she became quite proficient. Although her health was such that it would not admit of her pursuing her studies, yet the energy and ambition that inspired her to seek the higher and more noble can but be admired. Let us learn many a useful lesson from the noble example which she has left us.

The classes are well represented at prayers this term. Only a few of the students are away, as the summer schools have not yet commenced.
LOCALS.

Cut, brothers, cut with care,
Out of the door and down the stair.
Never mind if Prof. is there;
Keep right on though you see your instructor
Poking his head around the corner,
Never go back, it's not a bit fair,
And keep out of sight as you value your hair.

Who will burn the campus this year?
Where are the next two men who will put the gloves on?

Wanted, by the Junior class, a few bulbs and roots for examination.
The Sophomoric expression at eight minutes before 11 A.M. is a study.
The most independent position in the world—suspension by a single rope.
Upon the authority of a reverend Senior the no-blest act of life is marriage.

Lend hoping never to receive, for in nine cases out of ten you never will receive.

Mr. W. H. Barber of the Senior class is acting as librarian of the Young Men's Christian Association in Auburn.

It was in the zoology class: Prof.—"What can you say of man?" Lady Student—"Man is the king of beasts." Laughter.

A Junior, who believes in the strong arm of vengeance, translated the sentence, "Gottschütze den König"—"God shoot the king."

Student (to a little boy on Frye Street)—"Why does the sun rise in the east?" Answer—"Because it sets in the west."

A citizen, on being asked why he never wore an overcoat, replied that he had always found it best to keep cool in this world.

An editor, who had solicited something from a farmer's pen, was surprised a few days after by receiving a small pig in a box.

Two Juniors discussing the ball upon the top of the Leyden-jar. First Junior—"What is the ball made of?" Second Junior—"Of the same material you are—brass."

Prof. in Political Economy (to student who was sitting half asleep)—"What is meant by "Watering Stock?" Student (yawning)—"Driving them to the brook to drink."

The Prof. had just remarked that by constant wear the cuticle of the skin becomes very much thickened. Junior (innocently, to his neighbor)—"Is that why your girl has so much cheek?"

Recitation in mechanics. The subject under discussion was "The Unit Jar." Prof.—"What is meant by a unit?" Student (animatedly, interrupting)—"A single thing or one."

Through an invitation of the Y. M. C. A., Lewiston, the College Christian Association held an anniversary meeting with the former at Pine Street Free Baptist Church, Sunday, the 15th inst.

A Sunday-school teacher in this city recently asked one of her little scholars, "What do you know about the first man?" He instantly replied, "The first man was A-damm." Consternation.

A Bible class has been formed among the students with Prof. Chase as teacher. It will meet every Sunday afternoon in
the association room at half past two. This is a good move in the right direction, and we hope it will be encouraged by the attendance of all the students who are interested in Bible study.

Through the beneficence of a Boston gentleman a prize of $75 has been offered to the Junior class for excellence in composition and oratory the present term. A second prize of $50 has been offered by the college.

A gallant Soph. at an evening party not long since offered to tell the fortune of a charming young lady. "And how do you tell it," asked the lady, "by cards?" "No," replied the Soph. "By my hand, then?" offering to take off her glove. "No," said the Soph., it is altogether too small." "By my complexion, then?" she asked. "Yes by your complexion." "And what is it, then?" "Oh very—floury." He meant flowery, but concluded he had made a mistake and soon after withdrew.

We are afraid there has been a little tendency among the base-ballists to take things too easy. While we do not believe in continually "harping" to the boys about practicing, yet every one must be conscious that if the nine is intending to win any games this year, every moment that can be spared from other work ought to be improved in practicing. We hope the boys will be encouraged by liberal contributions from the students and Faculty.

One of our alumni once made a special effort to preach a first-class sermon. As he was leaving the church in the company of Brother S, he remarked that he had done his best, and asked the brother what he thought of it. Brother S—looked at him a moment and then said: "The sermon is all very well, but I have a book in my house that has every word of that sermon in it." In great confusion our minister requested the brother to show it to him immediately. On reaching the house Brother S—quietly passed the agitated Theologue a Webster's Unabridged.

Some repairs and changes have been made recently in the heating apparatus of the chapel, which have long been needed. A new and larger pipe has been put in, and the furnace moved directly under the register, so that there is no loss of heat from rusted joints. These improvements, with that of a cold air draft, made the chapel more comfortable at the latter exercises of last term than it was during some of the former.

At a base-ball meeting, held in lower chapel, April 10, O. L. Bartlett, D. L. Whitmarsh, and C. A. Washburn were chosen a committee to select a nine for the coming season. They have selected the following men: Bartlett, '83; Cowell, '83; Atwood, '85; Morey, '85; Whitmore, '85; C. A. Washburn, '85; Flanders, '86; Hadley, '86; Nickerson, '86; Sanford, '86. The nine has chosen Bartlett, '83, captain. A second nine, consisting of Whitney, Emery, Holden, Spaulding, Whitmarsh, Nichols, Gilbert, Morrill, Bonney, with Whitmarsh as captain has been chosen.

A Senior, who for some time past
has been hearing certain classes in a high school, unexpectedly found himself called upon to conduct the morning exercises. He got through the reading of the Scripture very well. It was the custom to repeat the Lord’s Prayer in unison, the teacher taking the lead. The Senior got as far as “Thy kingdom come,” hesitated and stopped. An audible titter could be heard, but the Senior went on, “give us this day our daily bread as we forgive our debtors their transgressions.” This time it was too much for the school and the last words were drowned in laughter. We would recommend to our Senior friend a post graduate course in the catechism.

The second division of the Sophomore class declaimed at the Chapel, Tuesday evening, March 20. A fair audience was present, and they certainly had the privilege of listening to some fine speaking. The following was the program:

**MUSIC.**
**PRAYER.**
**MUSIC.**

Eulogy on Summer. C. A. Washburn.  
Eternity of God. F. E. Parlin.  
A Dream of War. E. H. Brackett.  
Public Virtue. W. W. Jenness.  
Appeal to Young Men. R. E. Atwood.  
The Leper. Clara L. Ham.  
The American Sailor. F. A. Morey.  

**MUSIC.**
**PRAYER.**
**MUSIC.**

Eternity of God. Greenwood. F. E. Parlin.  

A Dream of War. Ingersoll. E. H. Brackett.  

**MUSIC.**
**PRAYER.**
**MUSIC.**


We have not space to enter into a criticism of each one. The declamations as a whole were first-class. The committee of award, O. L. Frisbee, O. L. Gile, and J. L. Reade, unanimously voted the prize to A. F. Gilbert, mak-
The Senior Exhibition and presentation of the bust of Charles Sumner took place at the College Chapel on the evening of March 23d. The music was furnished by Glover's Band and Mrs. Ada Cary Sturgis, with Mrs. Tukesbury as accompanist. The following is the program:

**MUSIC.**

**PRAYER.**

Solo—Forever and Forever.
Mrs. Sturgis.

The Power of Precedent.
C. J. Atwater.
The Greek Ideal Contrasted with the Christian.
Nellie K. Little.

True Heroism.
O. L. Bartlett.

Corrupt Use of Money in Elections.
E. Remick.
The True Ideal.
F. E. Manson.

Genius of Mrs. Browning.
Emma S. Bickford.
Solo—The Arrow and the Song.
Mrs. Sturgis.
The Fall Elections of 1882.
J. L. Reade.

Happiness the Measure of Life.
E. A. Tinkham.
The Puritans.
H. O. Dorr.

Injustice to the Indian.
O. L. Gile.

Functions of the Legal Profession.
O. L. Frisbee.

**MUSIC.**

Presentation Exercises.

Address—Symbolism.
L. B. Hunt.

Presentation.
G. M. Beals.

Reception by President Cheney.

**MUSIC.**

**BENEDICTION.**

Officers—W. F. Cowell, President; D. N. Grice, Marshal.
Committee—G. M. Beals, W. F. Cowell, F. E. Foss.

The exercises were interesting from the first and reflect much credit upon the class of ’83. After the unveiling of the bust, President Cheney responded in an able and effective manner. The audience was larger than we have ever before seen in the College Chapel and all agree that the Senior Exhibition was a perfect success.

"Romeo and Juliet" was played in Lewiston during the vacation, yet a large number of students were present, and they all are enthusiastic in the praises of Margaret Mather as "Juliet." The first act was a picture of grace and beauty that few will ever forget. The stately and graceful minuet seemed like a picture taken from its frame, and enhanced by the beauties of life and motion. The grace and fairness of Miss Mather's figure and movements can be suggested by nothing but the matchless statues of ancient Grecian art. But it was in the more tragic scenes that her genius displayed itself to the best advantage. For a long time a finer piece of acting than the portion scene in the fourth act has not been witnessed in Lewiston. Miss Mather's fervor and feeling seemed to grow, as the intensity of the tragedy increased, and more than once, when she was called before the curtain, at the close of an impassioned act, marks of strong feeling were plainly visible in her countenance, which had not had time to assume its usual expression, clearly showing that, as one could not help believing, she felt what she acted. Many of the most able papers of the country have spoken very highly in her praise, and it would be amusing, were it not provoking, to notice with what reserve, almost coldness, some others—as the Journal—reported her acting, as
though, until she has had a longer term of public life, praise must be sparingly bestowed. Margaret Mather is young, and her acting may not conform minutely to the exact rules and precepts laid down by critics of the stage,—it is the result of native and comparatively untrained genius more than of studied art, but it has a vigor that kindles a deeper interest and feeling in an audience than perfectly precise sentences which somehow lack the ring of vital meaning. We predict for the charming young actress a brilliant future, and venture the assertion that no one will be sorry for having been early in her praises. Some parts of the support were good; the scenery rather poor. The house was well filled, but the audience was not remarkably sympathetic.

PERSONALS.

FACULTY.

Prof. Chase has returned after an absence of several months. His return is heartily welcomed by everybody, and especially by the students.

Class of '67.
Rev. Geo. S. Ricker has left the Free Baptists and joined the Congregationalists.

Class of '73.
A. C. Libby has been teaching the Mechanic Falls High School.

Class of '81.
R. Robinson was in town the other day.
The election of an editor from the Law Department to represent the class of '84 on the Argonaut board occurred in the law lecture room on Wednesday, April 4th, and resulted in the unanimous choice of Mr. W. T. Perkins of New Hampshire. Mr. Perkins is well qualified for the position, and we feel no hesitancy in prophesying a newsy and interesting Law Campus for Volume II.—Argonaut.

Class of '82.
R. H. Douglass has gone to Minnesota to join his brother, Marion Douglass.

H. S. Bullen is canvassing in Kentucky.

W. G. Clark is studying law in Illinois.

I. N. Norcross was married at the residence of his father, in Winthrop, March 27, 1883. The bride, Miss Anna N. Coffin, of East Livermore.

Class of '83.
L. B. Hunt is teaching in the Lewiston High School.

E. J. Hatch goes to Princeton to take charge of the High School.

E. A. Tinkham is to teach the Cherryfield High School this spring.

Class of '84.
We are glad to learn that Emma F. Bates' health is improving. She will teach this summer.

W. S. Poindexter has gone to Tufts College.

M. L. Hersey will go to West Point in June, where he will receive the final examination for admission to the U. S. Military Academy.

E. H. Emery has returned after several months' absence. His health is much improved.
E. F. Burrill will go to Indianapolis, Ind., the first of May to have charge of a branch publishing house.

We are glad to see D. L. Whitmarsh with '84 again.

T. Dinning has gone West as a general agent for the firm of Cassell, Petter, Galpin & Co. of London.

A. D. Howley, who graduated at Nichols Latin School with those who entered Bates, class of '84, has been visiting at Bates. He is now at Williams College.

Class of '85.

C. F. Bryant goes to Indiana to take charge of a branch publishing house.

Messrs. Parlin, Whitmore, Stiles, and Fuller spent the vacation in Lowell. They also went to Boston to hear Joseph Cook, whom they failed to appreciate.

Class of '86.

W. H. Hartshorn has gone to Gray to take charge of the High School.

Theological.

W. P. Curtis is teaching at Harper's Ferry.

B. S. Rideout is occupying the pulpit in the F. B. Church at Strong.

C. E. Mason is at home on account of sickness.

B. Minard still remains with the church at Gardiner.

R. W. Churchill, who will graduate in June, has received a unanimous call to remain with the church at Richmond.

R. S. Duston is at home, sick.

J. L. Smith, who has been dangerously sick of typhoid pneumonia, is some better. It is hoped that he is out of danger.

T. F. Millet remains with the church at Lisbon.

EXCHANGES.

In the April number of the last volume of the Student the exchange editor says, that after he has piled up the exchanges with the largest at the bottom, the Oxford and Cambridge Undergraduates' Journal forms the base. After arranging them according to the above rule we find that in this pyramid the exchange from across the sea has for one year held its place. We now use our judgment in arranging them according to their merit, with the best at the bottom, and our foreign friend still forms the base, while many other papers have yielded to less bulky publications. As we proceed with this pile we were never before more forcibly impressed with the fact that all pyramids are not Egyptian. We find this structure much more difficult to arrange than the former, and as we approach its completion are unable to decide as to which paper shall be placed at the top. This inability to proceed is not because there are several which would form a good apex to our structure, but because the merit of each seems to repel it from such a fate. We leave our task uncompleted; but as we glance at the bottom of this pile we at once conclude that if the work should go on the unfortunate position could neither fall to Old nor to New England.

Sixty years ago at New Hampton, N. H., an institution of learning was founded. During this period its graduates have been found in the list of foreign Consuls, in both houses of Congress, and on the bench of the United States Supreme Court. We recently
received the first number of the *Hamptonia* and gladly placed it on our exchange list. After a successful history of sixty years, New Hampton Literary Institution and Commercial College may safely launch into the sea of journalism. The first issue of this paper compares favorably with our regular college exchanges. It is published by the Literary Adelphi and Social Fraternity, which are acknowledged to be the best literary societies in New Hampshire, outside of Dartmouth College. The March number contains a cut of Hon. John Wentworth of Chicago, the founder of the Social Fraternity. We hope that the *Hamptonia* will find its way to the exchange list of many of the leading college papers.

The *Niagara Index* is an interesting paper. We are pleased to learn that editorial work is accepted as a substitute for a portion of the regular rhetorical work in some female institutions. We believe that such a consideration should be made, and are happy to see that the subject is being agitated in college journals.

The *Wheelman* has commenced its second volume with the April number. It is an attractive and progressive magazine. Its cover design is equaled in beauty only by the *Century*. Its illustrated articles are in harmony with its general tasty appearance.

The *Occident* is too small to be of great interest. Its size places it at a great disadvantage. Any college paper could well afford to give its readers more matter.

The March number of the *University of Alabama* contains some good articles. The magazine has a tasty arrangement.

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### COLLEGE WORLD.

The University of Wisconsin has received $10,000 from the Legislature for needed improvements.—*Ex.*

The New Hampton Literary Institution and Commercial College has started a paper.

Harvard will erect a library building that is to cost $115,000 during the coming spring and summer.—*Ex.*

Since Dr. Carter became President of Williams College over $300,000 has been donated to the institution.

Hon. John D. Long will deliver the address before the literary societies of Colby University at Commencement.

Princeton’s new telescope is by far the largest belonging to any collegiate institution. Its cost was $26,000.—*Ex.*

The passing mark for Freshmen and Sophomores at Cincinnati is 50 per cent., while 60 per cent. is required of Juniors and Seniors.—*Ex.*

Rutgers College received the $100 prize offered by the publishers of the American College Song Book, for the best collection of college songs.

William and Mary College, of Williamsburg, Va., founded in 1692, has passed away. Last year there was one student, this year there are none.—*Ex.*

President Seelye, of Amherst College, spends an interesting hour with the Seniors every Monday morning,
answering such questions as they may choose to hand in.—Ex.

Harvard Observatory, at the request of over fifty of the leading observatories of other countries, has been made the center of astronomical information of the United States.—Ex.

A. S. Packard, of Bowdoin College, is described as the oldest acting and active college professor in the United States, perhaps in the world. He is eighty-four years old.—Ex.

A steamer has been procured for a scientific expedition to be undertaken by Williams College next summer. The object is to procure specimens for use in biology and geology.—Ex.

The following is a list of the oldest colleges in this country: Harvard, founded in 1638; Yale, 1701; the College of New Jersey (Princeton), 1746; University of Pennsylvania, 1749; Brown, 1764; Dartmouth, 1769; Rutgers, 1770.—Ex.

President Bartlett once said that the graduation of Daniel Webster at Dartmouth was one of the worst things that ever happened to the college, because every low-stand-student referred to him as one of their kind, who rose to eminence afterward.—Ex.

The religious census of Amherst College, just taken by Dr. Hitchcock, shows a total church membership of 230 students in the following ratio: Seniors, 70 per cent.; Juniors, 70; Sophomores, 63; Freshmen, 55; average, 65. The denominations most largely represented are: Congregational, 158; Presbyterian, 30; Episcopalian and Methodist, 7 each, the remainder being divided among the Baptists, Lutheran, Dutch Reformed, Catholic, and others.—University Magazine.

The Legislature of Indiana has increased the appropriation for Purdue University from $12,000 to $20,000 per annum, with the provision that no part of the money be drawn until the rule against Greek societies has been rescinded. Indiana’s Supreme Court has also decided that her State University has no authority to exclude a man from her walls on account of race, color, religion, or membership in a Greek letter society.—Transcript.

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**CLIPPINGS.**

Only a Freshman cheeky,  
Strolling along the path,  
Auburn his moustache streaky;  
Striking, the gall he hath.  

Only a fern, most charming,  
Meeting him face to face,  
Only a smile alarming;  
Handkerchief waved with grace.

Only a youthful tutor,  
Hasting to find his wife;  
Only a Freshman scooter,  
Bitter and sad his life.

—Athenæum.

"Harry, dear," she said, as they strolled along arm-in-arm and gazed upon the starry firmament, "you are a Senior, and have studied astronomy; now won’t you please point out to me which is Venus and which is Adonis?" —Bowdoin Orient.

A Vassar girl says that she eats onions to keep her lips from chapping and the chaps from lipping.—Ex.

Student in Physics—" Why is it, professor, that in looking at a blank sheet
of paper, near the eye, it appears red or green?" Professor—"The reflection, perhaps; though that does not account for the red."—Round Table.

THE MOANING OF THE TIED.
'Tis a solemn thing on a still, still night,
To stand by the river side,
And gaze on the moonbeam's silvery light
And list to the moan of the tide.
And 'tis sadder far when I toss at night
On my bed, with my eyes open wide
When the watch-dog howls in the pale moonlight.
When I list to the moan of the tied.
—Yale Record.

It appears that the present Legislature of Maine is determined that the next man who 'commits murder in the State, instead of going to prison for life, shall stand on nothing and pull hemp for a living.

Student (in answer to a tap on the door)—"Come in, if you are good looking." Prof, (entering and speaking hastily)—"I answer to that description every time." It is reported that that student merely says "Come," now.—Ex.

BY OUR POET.
UPON FINDING ONE OF HIS OWN POEMS IN THE WASTE-BASKET.
The fairest flowers are in the darkest nooks,
The wisest sayings in the dull bound books,
The lily in the stagnant water grows,
And there, among the trash we treat with scorn,
There lies my pretty poem all forlorn.
—Athenæum.

Conversation between Freshman and Senior: Fresh.—"I hear you are very clever?" "Oh, no, I'm next to a fool." "Then you must be beside yourself." —Argo.

Soph, (translating Milia tum pranai tria reprimus)—"And after we had eaten three thousand suppers we crawled along."—Ex.

This is from one of our Theological Seminaries: Prof. in systematic Theology—"Where is the lesson to-day, gentlemen?" Student—"It begins at Good Angels and goes to the Devil."—Concordiensis.

TEMPORA MUTANTUR.
When all the ground with slush is spread,
And Spring with muddy aspect comes,
The maiden laughing shows her teeth,
And hunts about to find her gums.
But when the course of time rolls on,
And faded is the youthful wreath,
The antique maiden shows her gums,
And hunts about to find her teeth!—Advocate.

"Come," said a Cincinnati man, showing a Chicago friend the institutions of the city, "come let us go and see the Widows' Home." "Not much," cried the terrified visitor; "I saw a widow home once, and it cost me $10,000 for an alleged breach of promise. No, sir. Send the widows home in a hack."—Chat by the Way.

Enthusiastic professor of physics discussing the organic and inorganic kingdoms: "Now, if I should shut my eyes—and drop my head—and should not move, you would say I was a clod! But I move, I leap, I run; then what do you call me?" Voice from the rear—"A clod-hopper?" Class is dismissed.—Vassar Miscellany.

The first oath—Eve's: "I don't care Adam!"—Ex.

Some verses have been received beginning "How can I ease my burning brow?" Now, my dear poet, did you ever try tying a wet rag around your head?—Mercury.
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Professor of Modern Languages.

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Professor of Systematic Theology and Homiletics.

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

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

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

CLASSICAL DEPARTMENT.

TERMS OF ADMISSION.

Candidates for admission to the Freshman Class are examined as follows:—

LATIN: In six books of Virgil's Aeneid; six orations of Cicero; the Outline of Sallust; twenty exercises of Arnold's Latin Prose Composition, and In Harkness' Latin Grammar. GREEK: In three books of Xenophon's Anabasis; two books of Homer's Iliad, and in Halley's Greek Grammar. MATHEMATICS: In Loomis' or Greenleaf's Arithmetic, in the first twelve chapters of Loomis' Algebra, and in two books of Geometry. ENGLISH: In Mitchell's Ancient Geography, and In Worcester's Ancient History.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismissal will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

COURSE OF STUDY.

The regular Course of Instruction is that commended by the leading Colleges of the country as eminently adapted to secure liberal culture and a sound classical education.

EXPENSES.

The annual expenses are about $200. Pecuniary assistance, from the income of thirteen scholarships and various other benefactions, is rendered to those who are unable to meet their expenses otherwise.

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

THEOLOGICAL SCHOOL.

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

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

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

Tuition, room rent, and use of libraries free.

COMMENCEMENT, Thursday.................................................................JUNE 28, 1883.
The Bates Student.

NICHOLS LATIN SCHOOL.

This Institution is located in the city of Lewiston, Maine, and is named in honor of LYMAN NICHOLS, Esq., of Boston. The special object of the school is to prepare students for the Freshman Class of Bates College, though students who do not contemplate a College course are admitted to any of the classes which they have the qualifications to enter. The School is situated near the College and Theological School, and thus affords important advantages of association with students of more advanced standing and scholarship.

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