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THE PERILS OF CULTURE.

WHATEVER man accepts for his lifework he will find attended with disadvantages and perils; not in every case danger to life and limb, yet, none the less, danger to be guarded against and to be avoided.

It is now my purpose to show,—not the perils that attend the sailor in his life upon the stormy deep; nor the engineer as he guides the iron horse upon the narrow track; nor the miner delving away in depths of earth where the sun has never shed its beams; but the perils of those who, occupied in a far different manner from either of these, live amid quiet scenes surrounded by their books, reviewing the thoughts and fancies of centuries ago; exploring fields of science, literature, and art; culling from every source whatever can beautify, instruct and strengthen, or chasten and purify their minds.

Nor are the perils that these vocataries of learning encounter few or trifling; they threaten all that man values most. For, first, is the hazard of health a slight or imaginary one? Yet the loss of health through too close application to books, with too little exercise and sleep, and the want of proper food and of regularity in eating, is certainly no uncommon experience.

Few are so constituted that they can for any length of time continue study till midnight without serious effects. And when, on account of haste to acquire knowledge, or his love for his work, one attempts to carry his mental labor from an early hour in the morning far into the night, taking but few minutes through the day for exercise and recreation; when one becomes so absorbed with love for his books as to forget his necessity for food and sleep,—then he is in more certain danger of losing health or life than
is miner, sailor, or engineer. They, aware of their danger, prepare to meet it. He, unmindful of his danger cannot escape the enemy that attacks his body and, becoming seated there, drains his life blood, or shatters his constitution and undermines his health, till but the ruin remains of that which was once the temple of his soul.

Yet loss of health is the least of the perils of culture. Irreverence for high and holy things too often follows the acquisition of knowledge, robbing the heart of its tenderest emotions. As a boy views a mountain towering majestically above him in all its mystery and grandeur, he is lost in wonder and admiration; but when he has scaled its rugged side and stands upon its summit, the mystery and grandeur vanish. Henceforth its magic spell is lost to him; he no longer experiences the feeling of awe that was wont to thrill him on beholding it.

Thus in after years he will oftentimes miss with sadness the feeling of reverence, that, to his boyish fancy, was due to everything noble and grand.

Loss of sympathy for those below him in intellectual attainments is an unavoidable peril to the man of culture. The illiterate cannot understand the exquisite joy that thrills him as he reads a delightful poem, or gazes upon a fine picture, or listens to soul-inspiring strains of music. Their minds have not been trained to appreciate the beauties of poetry beyond some pleasant story told in rhyme; nor of a picture, unless it is of some familiar object, or is striking in its effects; nor of music unless it is a lively air, or some sweet hymn known in childhood: and as they, in untaught language, awkwardly express their various emotions, what wonder if scorn mingles with pity as their uncouth expressions jar upon his appreciative senses! However his heart may recognize the goodness and honesty underlying these rough exteriors, and honor the uprightness of their lives, he can never repress a mental shudder as their ungrammatical phrases fall upon his sensitive ear, and their rude manners shock his critical eye. What torture, to a finely organized and highly cultivated nature, to be surrounded by men and women whose highest ambition is to accumulate money, or to appear in more elaborate costumes than their neighbors, or to be the first to learn and repeat the latest news;—people who can relate all the quarrels and scandal of the town, but who never have time to learn anything worth knowing.

Accompanying loss of sympathy are the perils of pride and conceit. As the learned man sees so many devoting all their thoughts and energy to the petty affairs of life, and taking no heed of anything higher; as he contrasts the narrow limits of their knowledge with the
broad scope which years of study have given him, it is but natural, perhaps, that he should look upon his own attainments with pride, and, at last, in his own mental vision, so magnify his importance that he becomes ridiculous even to the lowest of those whom he looks down upon. Thus he deprives himself of the respect due to his real superiority by meriting the contempt that the conceited always receive.

Ah, ye whose privilege it is to have received the light of culture, is it not your least peril that you are responsible for the use you make of your superior wealth?

"Freely ye have received, freely give." Manfully accept the duties which you, whose blessings have been so great, owe to your Maker and your fellow-men. Through you the work that Christ began on earth must be completed. Ignorance, superstition, selfishness, idolatry, must still be fought against and conquered. To you are looking the youth that will follow in your footsteps, accepting you as authority in questions of religion, politics, and morals. Be cautious, be firm in the right, remembering that your influence is endless.

THE UNSENT MESSAGE.

Oh SWALLOW, borne on swiftest wing
To southland groves and flowers of spring,
A moment stay thy journeying;
To my far home a message bear,
And tell them that my heart is there.

Tell them that every frosty morn,
Each yellow sheaf of ripened corn,
The bright red berries of the thorn,
Show that the year is speeding fast;
The waiting-time will soon be past.

Tell them that when the trees are bare,
And gone are all the flowerets fair,
When the first snow-flakes float in air—
But see! vain are the words I say,
The faithless bird has flown away.
THE PRESENT THE IRON AGE.

The present is an Age of Iron. By an Iron Age I mean an age of national transformation, a transformation such as establishes and welds together the institutions of a country, and fuses the heterogeneous elements of society into a national individuality. This period, therefore, is the formative period of a national literature, or, rather, it is during such a period that the national forces are molded for the creation of a literature.

That our country has already passed such an epoch, can be inferred only from our mechanical and scientific inventions, which in their wonderful perfection give us the appearance of a much older country. But when we penetrate below this, we find on every side traces proving that our country is still in its youth, and that society and literature are in a state not of absolute accomplishment, but of gradual formation.

To show this youthful transition of our country, we have selected three marked characteristics of the present age, namely: its physical, political, and social changes. The present era is unmistakably an era of physical transformation. Within a comparatively few years, we have grown from a nation of twenty millions to one of fifty, and extended our territory from a narrow fringe along the Atlantic, to the breadth of a continent. Meanwhile, that continent has been girt and regirt by iron rails, decked with rich and populous cities, and has seen its great centers of industry and wealth transferred from the East beyond the Alleghanies. In short, the whole physical aspect of the country has been completely reversed. The West, which twenty-five years ago was the junior partner in the wealth and industries of the nation, now controls the life current of our great cities of the East,—Boston and New York.

Nor has this change been marked alone by the creation of railroads and factories, but, both East and West, the public library, the college, and the church have been no less plentifully established. Yet this very munificence marks the youth of the nation. For a likeness to Hopkins, Peabody, and Cooper, we are carried back to the medieval period, to the founding of Oxford and Cambridge, or again in Germany, in the fourteenth and fifteenth centuries to the establishment of Prague, Leipzig, and Heidelberg. These institutions were then, to those nations, what ours are now to us. The resultant of the early forces of their civilization has been largely attained, the resultant of ours is yet in the future.
Still more distinctly do our political conditions mark the transformation of our people. They truly represent an early age of a nation, a period in which her institutions are not yet welded together. We are forcibly reminded of this fact by our late civil war and its still pending controversies. Indeed, no period of our history has witnessed such political changes as the present. We refer not only to those resulting from the rebellion, but also to those arising from the new development of the West. Her rapid growth is fast re-adjusting political as well as industrial centers. She is daily becoming the motor power of the nation, and will inevitably fashion our future national destiny.

This transition is again marked by the newly agitated questions of finance and socialism. Such questions were presented to older nations centuries ago, but they have come upon us mainly within a quarter of a century. Before the war we had little practical knowledge of pauperism and the labor question. We then knew little of the theories and methods of finance, political economy, and social science, and our leading statesmen boasted that we should never need to know them. Yet to-day, these questions have gained such proportions among us as to test to the utmost not only the principles of these sciences, but the leading minds of the nation. In short they await a resolution according to our peculiar ideas of rights and equality.

Such are the physical and political transition of our country, and the social transition is largely resultant of these. We have said that an Iron Age is marked by the fusion of society into a national individuality. Now it is this peculiar feature which characterizes our present state of society. We have not yet attained, in any true sense, a national character. To the speedy attainment of this, our large foreign immigration has been, and for many years must continue to be one great hinderance.

But the chief hinderance to the attainment of this character has been our vassalage to European customs. Her social habits and prejudices were instilled into us during our colonial days, and fostered by us for many years of our independence. In fact, American society, politics, and literature for more than two centuries have been distinctly adjusted to a European criterion. But to-day the mind of the people is undergoing a great revolution. The nation is becoming socially Americanized. Under the influence of our increased territory, great mechanical inventions, and vast wealth, this European dependence in literature and science is fast passing away. And with it are also disappearing our old forms of business and of reverence. This transition we have all lamented. Yet it is
not so deplorable when rightly understood. The country west of the Alleghanies has become the body of the nation, and over her vigorously beating heart, New England’s customs have no longer any restraint. As a territorial people we are just born, and are now, says an eminent writer, "feeling the instincts and tendencies peculiar to its vast territory and continental isolation." We at length start for the first time as an American people, and we shall in the future develop a character and literature peculiarly our own.

The assurances of this are already appearing. They are what the leading author of our country calls the hopeful signs of the future. They are manifest in the growing strength of higher education, in the increased confidence given to American scholarship, and in the voice of such authors as Emerson, Hawthorne, Whittier, and Longfellow. Yet their fulfillment will not be in this age. Americans, as a class, have been in haste to make a literature; but this is a thing of growth and not of manufacture. It bears to a nation the same relation that Spencer attributes to her great men. Such men, he says, "Along with the whole generation, . . . along with its institutions, language, knowledge, manners, and multitudinous arts and appliances, are a resultant of an enormous aggregate of causes that have been operating for ages." Indeed what literature, created when we occupied a narrow fringe along the Atlantic, could represent the American people? Then we were largely English, now the heart of the nation is American, and it sends its renovating blood through a continent. It must be seen from our social change alone, that had our literature gone forward it would have had a poor maturity. Our delay in a national literature is rather to be welcomed than deplored. Upon a broad bases of preparation we begin anew, and, stimulated by a common language and culture extending over a vast territory, we shall in a century develop an originality and power in literature yet unattained.

The special character of this literature is not for us to divine. For, says Everett, "To divine its character would be to create it." Yet it will inevitably be marked by two features. The first, which we have already intimated, is that our literature must be in harmony with a distinct American character. As the peculiar ideas upon which our government rests individualizes our nation, so must the embodiment of those ideas individualize our literature.

The second is this, that it will be marked by the great innovations which the march of physical science has made upon our mode of thought and study. Until within a half century, the thought of the world from Homer down, with occasional variations in garb, has revolved in
the same circles. This fact Emerson well illustrates when he says: "The first book tyrannies over the second. Read Tasso and you think of Virgil, read Virgil and you think of Homer, and Milton forces you to reflect how narrow are the limits of human inventions." But now the discoveries of physical science are completely revolutionizing the mode and extent of our thoughts. The telescope, spectrum analysis, and the microscope, are daily crowding upon us new worlds of matter and of space, so that the mind everywhere deals with vaster measures of time and distance. And while these discoveries of the philosopher and the astronomer, by building our knowledge upon a surer foundation, have supplanted our most cherished convictions, they have also demagnetized our figures of speech, which were alone suited for the childhood of the world, have greatly differentiated man in the scale of society, and vastly enlarged his conception of grandeur of the universe. And the body of our language also, in harmony with the great additions made to our thought, has been likewise expanded. So that the writer of the future will have to deal not only with a new and living vocabulary, but with readers who, in advance of any preceding age, have vastly grown in intellectual and moral status. In contemplation of this change, which is co-extensive with Christendom, one is lead to believe that the present is the Iron Age, not only of our country, but of the civilized world.

I. F. F., '80.
NOTES.

We should have preferred to speak of this subject in our last number, a more appropriate time, but could not; and we will take this opportunity to express a thought or two which we trust will be received in the spirit in which it is offered.

At the beginning of the term we heard considerable dissatisfaction expressed by some who wished to stay out and teach, and whose petition was not favorably received by the Faculty; and there were circulated in conversation "wars and rumors of wars," and threats of demanding tickets, etc. What the exact condition of affairs was, and whether rumor was correct, we do not say. But we know the condition of feeling in certain quarters was one of concealed dissatisfaction. The allegation brought was that the privilege of staying out depended on one's personal relations with the Faculty.

Now we shall not say that the Faculty did not act conscientiously in each particular case. Nor do we blame them for wanting every man on the ground all the time. It would be very desirable, if possible, that a law be enforced compelling the attendance of every student during every week of the school year, except in case of sickness. But the enforcement of such a law is not possible. Some of the students are obliged to teach. Let there be, then, we say, a plain law to govern such absences, printed in black and white, understood by every body, and enforced every time. Let every man know that if he stays out he has certain conditions to fulfill; that he cannot stay out and preserve his standing unless he fulfills them; and that if he does fulfill them he can stay out, no matter whether he be a "good boy," or a "bad boy." Whenever the Faculty act discretionally, there is a tendency to impugn their motives. The only way by which they can enjoy the loyal respect of their pupils, is to act in accordance with plain, reasonable law, and execute it at whatever cost.

Now we understand that the degree of A.B. is conferred on its
recipients to tell the world that they have completed a definite course of study, and have acquired a certain definite amount of knowledge in that course. It ought to be so. Now if a man can acquire that definite amount of knowledge and teach two terms a year at the same time, very well, let him teach; if not, refuse him the privilege. "Hanging round" an institution is not studying; and some will do more real study while teaching school, than others will do if present every week of the course.

When a student has been absent for several weeks, let his work be divided up into convenient parts; let him pass a thorough examination on each part; let a certain definite amount of rank be compulsory. If any student can fulfill the conditions, let him teach. Only make the conditions such that, if a student fulfilled them through his entire course, he would be worthy of his degree.

But a word about these examinations. Let them be conducted with care. "Bain can answer Bain," and "Storer can answer Storer," every time. Let every examination be made a test of real work; and we have confidence that such a plan as we have suggested will commend itself to the best judgment of every student.

With the exception of his home there are few places dearer to a man than the place of his honest toil. The laborer has his workshop, the business man his office, the editor his sanctum, the artist his studio; and has the student no place similar to these? Yes, he may and should have such a place,—a place that is at once to him workshop, office, sanctum, and studio,—it is his study. If a student has any good reason for being in college, surely the scene of his toil and his thought, the place where for four years most of his waking hours are spent, should become endear to him. And it should be attractive to him, a place which he can leave with pleasant recollections and to which he can return with delight. But we fear this is frequently not the case. Even students who are working hard, who have high and worthy aims, frequently lack the comfort and the stimulus to be derived from an attractive study. Now this is not as it should be. To be sure, few of us can have all the luxuries we might desire; but many of us might have more of the comforts of life than we do have.

There are several classes of students that seem to fail in this direction. And, first, there is the very studious, buried-in-his-books student He comes to college to learn. He is after Latin and Greek and science. He fancies he lives on a plane altogether above the ordinary dwellers on earth. What does he care for the surroundings of his
study? He lives in books. Now studiousness is not so plenty an article with us that we can afford to depreciate its value. On the contrary, true studiousness is too noble a quality to be adulterated with any baser one, such as a morbid appetite for books. The student should not be a book-worm. What we mean to urge is that one cannot afford to be oblivious to his surroundings. He had better make up his mind to live on the earth for three-score years and ten, and try to live as a human being should. True manhood is what we want; and manhood ought to reach further than to the tips of one's fingers and toes; it ought to modify one's surroundings. As man improves he naturally makes his surroundings pleasanter and more beautiful. And can you, student friend, who are trying to improve yourself mentally and morally, afford to be oblivious to your surroundings?

But the too-bookish students are not by any means the most careless of their rooms. The don't-care students are worse and more numerous. So far from desiring to have his room neat and pleasant, the student of this class seems to take delight in disorder. You go into his room and find hats, coats, boots, and books mixed promiscuously together; and here he seems to live in a state of primeval bliss. We have even heard of this disorder getting so complete control of a student that he had in his room only one chair in which it was safe to sit down. Now this state of things would do very well for a newly married couple during their honey-moon, but for a matter-of-fact student it is going a little too far.

Some students seem to think it effeminate to love beautiful things and to seek to make their surroundings tidy and pleasant. If this be so, then be effeminate. But it is not true. It is manly to love the beautiful and to seek to have it near you.

We intended to have mentioned another class of erring students, but refrain for fear of making this article so long that no one will read it. We should like, also, to give our ideas of what the student's room should be, but refrain from doing so for the same reason.

But we cannot refrain from urging the importance of having a pleasant study. Education should develop the whole man,—not cultivate his intellect and leave him a boor. Almost every student looks forward to the possession of a pleasant home of his own. Let him see to it that his college course does not unfit him for such a home. Science has a good deal to say of environment and its influence upon man's development. We don't know much about science, but we can safely urge the importance of making so much of one's environment as is enclosed between the four
walls of his room, neat, pleasant, and cheerful.

We wish, for a few moments, to call the attention of the students to the work of our Literary Societies. Probably ere this the students of the incoming class have received invitations to the Societies, and have identified themselves with one Society or the other. Here, with a large number of Society members, active efforts cease. If they attend the meetings, it is only to listen, be amused, and criticise. Oftener they do not attend at all. We think it a fact, that a greater part of the work done in our Societies falls on less than one-fourth of its members. In society and government this is so, and necessarily so, because of the inability and disqualification of the majority of people to sustain a leading part satisfactorily to those around them, or creditably to themselves. But among college students this is not, or ought not to be so. Students are supposed to be literary characters. The student who cannot for ten minutes instruct or amuse such an audience as one may find in our society rooms of a Friday evening, makes a mistake when he goes to college.

The truth is, there is no such disparity of ability. Therefore, there is no reason for the exemption of so large a number of students from this kind of literary work. The laws of Political Economy maintain that self-interest will impel men to every labor that promises to be remunerative. Then, students either do not consider such work profitable, or they do not consider its advantages at all, or else the laws of Political Economy fall through. Is the work of our Literary Societies profitable? Or can the average student enter the pulpit or the bar without any previous training with the assurance of success, that he can with such training? If he can, why the many years of mental discipline? If training is unnecessary, why the many years' practice to reach perfection in the mechanical arts? Is the mind and voice any more obedient to the will than the hand and eye? Is their training of less importance? All the experience of time goes to show the importance of special training. It shows that no memorizing of rules, no comprehension of principles, no profundity of learning, can take the place of practice. Writing and speaking are arts, which, with most people, must be learned before they are known, and practiced before they are mastered. Practice in these, as in all other arts, is what makes perfect.

A large portion of the students contemplate entering a profession in which quite an important part is writing and public speaking. Even if they do not, it will not be time thrown away. For, under a government like ours, what can be of
more advantage to an educated man, than that he can, whenever called on, express his thoughts clearly and forcibly?

This can never be done without much practice. Where can this practice be obtained? Class debates, half a dozen in the four years are not enough. Two essays a term do not afford sufficient practice to a student who expects, during his life, to write two endurable sermons a week. Again, essays are too formal and stiff affairs. The subject is given out and all must write on it, whether it agrees with his taste and ideas or not. The average college essay consists of two parts: the subject and seven hundred words. Such a method as this does nothing to cultivate a clear, forcible, style. It makes machine-work.

But the Societies afford ample scope for all the practice one is likely to want. He has a chance to air his peculiar ideas, if he has any. He can take his own subject, write his own ideas, indulge his own style. Hence there is none of that stiffness of the school-boy composition; none of the verbosity, beneath which he seeks to conceal his lack of ideas; none of that studied phraseology by which he seeks to explain that which he neither cares about nor comprehends. Such writing is nothing but writing. Real writing consists of ideas, not words. The evolution of ideas is the end to be sought. This cannot be gained by learning the conjugations, nor repeating rules of rhetoric. To the professional man this end is of more real importance than all the technicalities of theologies.

Students talk of the routine of college duties. They complain that they are driven along in the same old ruts, but at the same time they neglect every thing outside the routine, and carefully adjust their guage to the old tracks, while the most advantageous opportunities for collateral work are avoided.

A consideration of the question from every point of view shows clearly the benefits arising from this kind of work. The reason why so many neglect it is that they have never stopped to consider its advantages.

As a result of the new examination requirement put in force at the close of last year, besides the students that were dropped outright, more were conditioned than at the end of any previous year during the history of the College. This was expected. What was surprising however, is this, that not a few students, whose daily recitations gave unmistakable evidence of their inability to pass the examinations successfully, did pass them with flying colors. The correct inference can easily be drawn.

That some will get answers to questions, besides those stored in their own brains, is to be expected,
find it difficult to imagine the feelings of the student, that either has not been able or has not been willing to be "sly," when he finds himself conditioned in a study in which his neighbor, whose daily recitations are much poorer than his own, has passed a successful examination because, while writing it, he had recourse to his book.

We are not asking teachers to put no confidence in their pupils; over-confidence is a less evil than suspicion. This article rather,—coming from a standpoint in which instructors have not the same opportunities for judging as students—is written to point out to the Faculty a matter in which they are in danger of leading students needlessly into temptation, and of giving others cause for thinking themselves unjustly treated.

Let the standard of requirement be fixed at a fair per cent., and the questions reasonable, and give all an equal chance to answer them, and students will not be likely to find fault with their instructors if they fail to pass.

It was past ten, and my weary sensorium had become comfortably settled in bed. Just before retiring I had read, in the Evening Journal, the frightful announcement that the city contained a desperate band of tramps. I was thus provided with an excellent subject for dreams during the night, and I no sooner got into the edge of a doze than I com-
menced operations. My first tramp was scarcely disposed of when I seemed to hear, half in dream, half in reality, a frightful uproar in the dim distance, like the shouting of men and the roaring of wild beasts. The noise soon became so loud that I knew it could not be simply in my mind. "Now," thought I, "here are drunken tramps in real earnest; let me 'get the big club ready' and if I escape this danger, I won't be caught another night without a six-shooter in my room."

Soon, however, I began to distinguish above the confused din such snatches as these: "As we go marching through Lewiston"; "Bates College is a jolly place"; "Vive la '81"; and then, distinct above all the rest, "B—a—t—e—s, rah! rah! rah!"—What a relief! Juniors after all. "Oh well," thought I, "they haven't worked off their Sophomoric exuberance yet, and are out on a tear. But why on earth can't they remember that at this time of night mankind in general has gone to bed? Ah! they, careless boys, have no thought of the poor little babies they are waking up out of sound sleep, of the anathemas that are even now being hurled forth from under honest night caps at 'them college boys.'"

But how different were my thoughts when I discovered, after long listening, and after bringing into use all my acquired perceptions of sound, that the Juniors were serenading their newly married classmate. Now, only thoughts of approval were known to consciousness. I could only wish that I also might be present to offer my congratulations to the happy pair. I afterwards learned the long delay and consequent uproar in the street was occasioned by the necessity of waiting for the young couple to array themselves in the habiliments of day.

The class is understood to have entered at length and to have enjoyed a pleasant hour. The Quartette of '81 sang a song or two, and the congratulations of the class were expressed by one of their number. At length they returned to the College and the world again slept, not grudging the Juniors the hour of sleep of which it had been deprived.

On Friday evening, Sept. 19th, at the College Chapel, occurred the annual public meeting of the Euro-sophian Society. The following was the

**PROGRAMME:**

**MUSIC**—The Wolf is on the Hill. Quartette.

**PRAYER.**

**DECLARATION**—Sumner's Devotion to Principle. —Norris. J. C. Perkins.

**EULOGY**—Oliver Cromwell. E. T. Pitts.

**MUSIC**—De Beriot's 6th Aire Varie. Miss G. V. Babcock.

**DISCUSSION.**

Resolved, That the Democratic rather than the Republican Party Deserves the Support of the People.

Aff.—C. L. Nutting, D. McGillicuddy.

Neg.—W. H. Cogswell, H. E. Coolidge,
Editors' Portfolio.

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MUSIC—Alpine Melody.—Mack.
Miss G. V. Babcock.

ORATION—The Present the Iron Age.
I. F. Frisbee.

PAPER.
Mr. W. P. Foster, Miss E. H. Sawyer.

MUSIC—Theresen Waltzes.—Faust.
Miss G. V. Babcock, Mr. B. J. Hinds.

The declamation was marked by polish in delivery and clearness in enunciation.

A new feature in meetings of this kind was the eulogy, which was pleasantly written, and agreeably and forcibly rendered.

The discussion was one of real interest, especially the arguments of Messrs. Cogswell and McGillicuddy. The former was such a one as would convince sober, thinking men; the latter one that by its magniloquence and sharp thrusts would be likely to win the approbation of the multitude.

The oration was a thoughtful, well-written production, delivered in an easy, dignified manner. The paper contained two or three articles of unusual merit, among which was a poem, that, unlike ordinary college effusions, contained the real, poetic spirit. The paper indulged in personalities rather more than is in accordance with good taste in so public an assembly.

The music was novel in its kind (chiefly violin solos and duets), and unusually well received by the large audience present. The entertainment, as a whole, gave evidence of scholarly preparation, and showed that the Eurosophians have a high ideal of Society work.

LOCALS.

An Orchestra!

An Archery Club!

A dowery! Oh??

New pins for the Bowling Alley.

Jack Frost was in too much of a hurry.

How much did you give for the Little Wanderers?

Prof. Rand and the Sophs have been getting the meridian.

A chemical Senior discovered the other day that arsenic was poison.

The term bills indicate that some have been faithful in “working out their tax.”

The music for the Polymnian public meeting was under the direction of Mr. Cook.

On Wednesday evening, Oct. 1st, a party of students took a stroll around Auburn Lake.

The beautiful summer weather and harvest moon were charmingly improved by the boys.

A Senior, who has taken particular interest in Chemistry, has discovered that leather is ox(h)ide of feet.

T. J. Bolliu, ’79, writes of his safe arrival at Martinsburg, W. Va., and closes with “regards to all the boys.”

During the absence of the Psychological Prof. some of the Seniors did a large amount of “collateral work.”
One of the Freshmen has sent his girl a copy of the "Funny-graph."

The efficient elocutionary training of Mr. Stacy, our former instructor in elocution, is greatly missed.

The Seniors have been studying up eclipses. Their knowledge of the matter aptly illustrates the subject.

We find in the Catalogue the names of 47 Freshmen and 143 collegiate students. Besides, there are 18 Theologues.

A student who has tried it says: "Just as soon as a fellow swears off smoking, every fellow he meets offers him a cigar."

The betting at this archery practice is getting scandalous. Some men are reckless enough to put up as much as a cent.

Nichols, formerly of '80, has been at the College. He will go to Bowdoin, dropping back a year through absence from study.

Sunday evening, October 12, at the Main St. Church, Prof. Stanley read an interesting lecture on the "Last Days of St. Paul."

Supplemental slips for the Catalogues were distributed at recitation the other day. Every man came forth with from one to six on his back.

Two or three virtuous boys who had refrained from the foul weed, were astonished to find tuition on their term bills. But it was all an accident.

On October 13, the day of the moon's occultation, the moon's crescent and the planet Venus were plainly seen in broad day.

The three divisions of the Freshman class are drilled by Profs. Hayes, Angell, and Chase, in preparation for their prize declamations.

The College well is a decided failure. Some time since the bottom dropped out, and now the top is out. O for a hose to fit the hydrant!

It was amusing to see the dignified collegiates eat flapjacks at the late Androscoggin Fair. What a rare chance for "indigent students."

Friday evening, Sept. 26, the Eurosophian Society received nineteen new members; the Polymnian nine. Both Societies held successful meetings.

Mr. Pitts, of '81, who, within a period not long antecedent, became united in the holy bonds of matrimony, was serenaded a few evenings ago by his envious classmates.

The Mathematical Prof. has purchased a house lot on Frye Street. The domestic significance of the transaction is not yet evident; but all the eligible elderly maidens of the city are in a state of suspense, "as it were."
Do two negatives make an affirmative? Not always. So, at least, says a certain Junior who asked two young ladies to go to the concert with him.

The receptivity of a student's mind will not equal that of his pocket, when County Fair Exhibitors will give him tea, yeast, washing powder, and hand-bills.

On Monday night, Sept. 28, a party of town roughs assailed the Gymnasium with brickbats, and began a noise in the Hall when a pistol shot dispatched them up Mountain Avenue.

At a late business meeting of the Reading Room Association, the article of the Constitution relating to the pay of the Secretary and Treasurer was amended, increasing the pay of the above-mentioned officer.

Freshman calling on nice young lady. Conversation fluctuates from fact to sentiment. Freshman—"Did you ever read Romeo and Juliet?" N. Y. L.—"No, I never read it, but I should so like to if I could only borrow Longfellow's works."

We have been trying ever since term began to keep College time, but have at last given it up as a bad job. We find it impossible to make our watch both gain and lose at the same time. Much of the fault may doubtless be attributed to that go-as-you-please college clock. The feats that it can perform are perfectly marvelous. But let us not be partial. Do not both clock and bell-ringer need regulating?

The class were discussing Plato: The professor asked what philosopher bore the same relation to modern philosophy, that Plato bore to the ancient; whereupon an eager Freshman, bursting with pent-up knowledge, confidently responded—"O. N. Fowler!"

A student was standing with his lady love on a Main Street doorstep, engaged in an animated conversation on the festivity of their evening entertainment. Hark, the key turns in the lock. Powerful centrifugal forces operate. She darts in, and he dashes for Parker Hall. This is his exclamation, "Just my darned luck!"

There will be a meeting of the President and Trustees of the College, at Hathorn Hall, on Thursday, the thirtieth day of October, to see what measures shall be taken to raise funds to liquidate the floating debt of the College. This debt has already assumed quite alarming proportions. It was reported at the annual meeting, last June, to be over $86,000. We sincerely hope that adequate means will be found to wipe out this debt, in order that the College may be able to set apart
the entire fund from Mr. Bates as a permanent endowment. A good endowment fund is all that is needed to insure the future prosperity of the College. It already enjoys, to a high degree, the confidence of the people.

A self-sufficient father reproaching his son for his stupidity, said to him: "When I was of your age I knew something. I was called the smartest boy in town." "Well," drawled the son, "I'd rather be a fool when I'm little than when I grow up." [Exit father, apparently wrapped in thought.]

Saturday afternoon, Sept 20, the Lewiston High School nine played a game of ball with a nameless College nine, beating the latter 24 to 19. This was published as a "national" game. We don't quite understand its "nationality." September 29, the L. H. S. nine played with the first nine and got beaten 21 to 4. Not quite so "national"!

September 24, Mr. Brown of the city with Mr. Darrah gave an interesting sparring exhibition in the Gymnasium. After they had concluded, Mr. Skillings was loudly called for, who responded by exhibiting some of his sidewise and otherwise thrusts of marvelous dexterity and power. The combative sympathies of the students was not sufficiently excited to form a satisfactory class for Mr. Brown.

We can imagine how it may be highly entertaining to a college student to stone the windows out of college buildings; but we cannot conjecture why any one should choose those windows that are raised or lowered so that each stone will knock out two panes of glass. If we were going to break windows we would have the fun of breaking out each individual pane.

The Astronomical Seniors have discovered what they call three planets: Jupiter, Saturn, and "gory" Mars. Several fine constellations are now visible in the early evening. Bootes, with Arcturus for a leader, begins his diurnal dive down behind David's Mountain at about 7 1/2 P.M. At this time Pegasus may be discerned a little south of the zenith. Sagittarius at the same time will be seen drawing his bow in the south. At about 8 P.M. Taurus can be seen climbing the heavens over the Gymnasium with "gory" Mars in his back; and by an hour later "lordly Orion" will appear at the same point of the horizon.

Base-ball seems to be dead or dying. There is little practicing; none by the entire nine; no games are arranged that we are aware of. We know the disadvantage occasioned by the loss of our pitcher; but we see no use in doing nothing. The Association has been put at too great expense, and has incurred too
great responsibility for such inaction. Its members will soon be refusing to support an institution that can show no good results. Perhaps we are too hasty, but we think something ought to have been done in the way of games, to meet the next payment due for our grounds. The expense was incurred with that expectation. It is easy to predict a grumbling when the next tax bill is presented.

We present below the individual record of each person who played on the College Nine during last summer's campaign. In the batting record the per cent. is the proportion of base hits to the whole number of times at the bat. In the fielding record the per cent. is the proportion of chances taken to the whole number of chances.

### BATTING RECORD

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<th>Name</th>
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### FIELDING RECORD

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It is well known that the strength of our nine is in batting. This is shown by the above record. In comparing the record of our Nine with that of the Harvard Nine for the past season, we find our per cent. in batting higher than theirs, while our per cent. in fielding is decidedly below theirs. Of course the Harvards have had more scientific pitching to withstand than we have, and it is not our purpose to institute a comparison between the two nines. We only wish to show conclusively where our weak point is. And we submit this record, hoping it may be a guide to members of the nine in their practice.

We have heard of a boy, sent by his mother for a pair of hose, getting the hoses at the hardware store, but not till recently of a Freshman going to a milliner's shop to get his boots tapped.

Our Reading Room, which was threatening to become a bedlam and general nuisance, seems once more to have been restored to its old-time respectability. The man who could read in it as it was four or five weeks ago must have mighty powers of attention. The floor looked like a
carpenter's shop; the papers were strewed about in indescribable confusion, that is, what few there were to strew about; the whole scene appeared to resemble a bachelor's hall in which the official incumbent had been trying to live on mental food and was "about out." Especially, in the evening, the interior put on a poetic cast, as a few struggling rays from the moon (when there was one), penetrating the "tear-stained" window glass, illuminated the apartment and disclosed the existence of two or three lamps, whose light was vainly trying to show itself through the vast deposits of carbon on the chimneys. The scene is all very well to look back upon and we hope hereafter to view it in that relation. A change has certainly been made. We have once more located the old papers—our old friends—and we feel at home. We are glad to see so much activity in the management of the Room. We want to see every man invited to support the Reading Room. We want to see such a public sentiment in regard to it, that a man will be ashamed to stay here and not belong to the Association. The present labors of management are tending to produce that sentiment. Something remains to be done before we can call the Reading Room perfect; but we must congratulate all interested on results already attained.

CORRESPONDENCE.

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

Editors of the Student:

Attention was called some time ago through the Student, to a law regulating the public meetings of the two societies. Since this regulation has just been broken by the Polymnian Society, I call attention to it again. This law, adopted by the two societies, provides that their public meetings shall be held on alternate or separate terms. It was in consideration of this, that the Eurosophian Society held their first public meeting in the fall term instead of the summer, which had been retained by the Polymnians for several years, as the term for their annual public meeting.

Again, although there had been no agreement between the two societies that the Polymnians should hold this term, yet there was a tacit understanding that it belonged to them by right of choice and custom. Accordingly, the Eurosophian Society selected the fall term in which to hold their annual public meeting.

Now, we do not call your attention to this because we care particularly whether the Polymnians hold their public meeting the fall term or the summer term. But we would like to see a little consistency displayed. If this agreement and usage is binding upon one Society, it should
be also upon the other. We respectfully ask that the rights and customs of the Eurosophians be respected, as they have respected those of the Polymnians.

A EUROSOPIAN.

Editors of the Student:

Last year Prof. Stanton offered a prize for an "Inter-Society Debate." The disputants from each Society were appointed. The defection of the disputants from the upper class prevented the debate from taking place as a public debate. Those that remained prepared their arguments and delivered them as a class debate. As a debate it was a success. As an "Inter-Society Debate" it was a failure. Without inquiring on whom the responsibility of last last year's failure rests, we wish to know why debates beyond Sophomore year have been a failure. Sophomore debates never fail to bring out considerable forensic talent, but during the two remaining years it is never heard from.

For the last six years, Junior Champion Debate has been a dead letter, so that the last two years of the course there is no direct inducement to take special practice in debate.

Why, then, can we not have an Inter-Society Debate? There can be no lack of prize money, for Prof. Stanton has spared neither pains nor money to promote work in this direction. Such a debate would serve a double purpose. It would be a motive for effort among the best debaters, and would create a friendly rivalry between the Societies, and thus promote more interest in their work. Among fifty society workers there ought to be found three, "able and willing," to take part in such a debate. We ought to be sure that such a thing is among the human impossibilities before we give it up entirely. Shall we try again?

N.

PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editors.—Eds.]

'69.—Miss Mary W. Mitchell is at the head of a Day and Boarding School for young ladies, and children of both sexes, at West Chester Park, Boston. On the Visiting Board of the school, among others, are Prof. Wm. P. Atkinson, Institute of Technology, Boston, Mass.; Prof. John Trowbridge, Harvard College; Mr. A. Bronson Alcott, Concord; Rev. O. B. Cheney, D.D., President of Bates College; Mrs. Horace Mann, Cambridge. The school has the patronage of some of the most influential families of Boston and Cambridge, and the influence of some of the most prominent educators of the two cities. The following occurs in the printed circular, and indicates, to some extent, the object and scope of the school: "We
believe that children love learning and enjoy study when these are made aids to a natural development of the human powers. We shall aim to pursue those methods of teaching which will insure to the pupil, as our experience has proved, a progress more healthful and to parents a result more satisfactory than can be reached by the ordinary routine of school drill. While the course of study will be so extended that we may fit young men or women for the Sophomore year of any college, we wish particularly to undertake the education of young children, from homes in which our endeavors will be aided by the hearty co-operation of parents and guardians." Miss Mitchell's address is 34, Worcester Street, Boston, Mass.

'70.—Isaac Goddard has been appointed President of the Maine Dental Association.

'73.—Isaac C. Dennett has been chosen Professor of Greek and Latin in Colorado University.

'76.—At Yarmouth, Oct. 1st, Mr. Edwin R. Goodwin, Principal of the High School in that place, was married to Miss Emma R. Sargeant, also of Yarmouth.

'76.—J. H. Huntington has declined a position offered him on the Boston Herald, and intends to publish a monthly magazine at Haverhill, Mass.

'76.—Edward Whitney has been appointed Principal of the High School at Merrimackport, Mass.

'76.—John Rankin is Principal of the High School at Princeton, Maine.

'77.—Miss Carrie M. Warner is teaching in the Auburn Grammar School.

'77.—J. W. Smith is in an Insurance Office in Philadelphia. His address is 231, North Tenth Street.

'77.—B. T. Hathaway is Principal of the High School at Rock Island, Ill., at a salary of $1200.

'79.—W. E. Lane is studying medicine in Lewiston, instead of having gone West, as was once his intention, and as announced in the last Student.

'79.—E. A. McCollister has commenced the study of medicine.

EXCHANGES.

With pleasure we greet our exchanges again. They seem to us now like old college friends, and we feel like saying, "How are you, old fellow? Glad to see you back."

Vacation has done the Williams Athenaeum good. We are glad to see that it is recuperating, and hope it will retain its vitality throughout the year. The rhyme of "The Senior's Sale" is very good. The editorials are short and to the point; and we are glad to see that the locals do not contain quite so much tired-out wit as commonly. We pronounce the number good.

The University Courier comes to us in new form. This number is
rather a budget of clippings than a college paper. But the editors promise something better next time. Let us wait in hope.

We welcome the *Columbia Spectator* once more. Some time ago the editors announced their purpose to make some alterations in the *Spectator*, with a view to improvement. They seem to be carrying out their resolution. We do not remember to have seen a better number than that of Oct. 1st. The poetry is unusually good. "A Mixed Essay," by Cornicula, is worthy of special attention. This writer is one well known to the college press. Some of his contributions thereto have been far from commendable, and most of his productions contain something which good taste would have left out. Yet we do not hesitate in ascribing to him his just due, viz., a ready wit and considerable talent for satire. The cartoon of this number is entitled "Thoughts on Co-Education," a subject suggested, perhaps, by the rumor that ladies were to be admitted to the full advantages of the course at Columbia. The cartoon is very good, and is, in its way, an addition to the paper.

The *Berkeleyan* comes to us somewhat reduced in size. Some very sensible plans of reform are proposed. These reforms have not yet been instituted, but it is hoped that the next number will manifest them. The poem, "Fear and Faith," is good. The notes on exchanges are written in a pleasing, sprightly style. But, on the whole, this number is rather below the average standard of the *Berkeleyan*.

The *Collegian*, from Cornell College is a thirteen-page monthly. The September number opens with a Commencement oration written in verse. This is a novel manner of writing Commencement parts, but the success of this experiment does not warrant its repetition. The metre of the poem is correct, the rhyme is good; but when we have said this, we have said all there is to say. The prose article, "Pillars of Government," is very well written. The editorials, though not very spirited, are of fair merit. The style of the personal items is decidedly puerile.

The *College Courier* congratulates itself on having completed its twelfth year, and having recently freed itself from a long-standing debt. In the September number, the editorials are well written and practical. The locals are especially good. The *Courier* takes a good position among our Western exchanges.

Our Vermont neighbor, the *Undergraduate*, has just arrived. In glancing over its columns, we find that it contains two very good editorials on practical subjects (and we are inclined to think the editorials, more than anything else, determine the real value and importance of a college paper.) The literary articles
of this number are not so good. "Progress Universal" contains some good thoughts and well-written paragraphs; but, on the whole, the article lacks strength.

OTHER COLLEGES.

CORNELL.
'83 boasts of having the largest class ever entered.
A professorship of Anglo-Saxon has been established.
Nine hundred and fifty dollars, in prizes, are open for competition to members of Eighty-one alone.

DARTMOUTH.
Active measures have been taken to revive boating.
Daniel Pratt recently paid a visit to Dartmouth. He received a grand ovation from the students.

HARVARD.
Two hundred and nine Freshmen.
A movement is on foot to start a College Archery Club.—Ex.
A Chinese Professorship has been established, and Ko Kum-Huo has been elected to the chair.
Harvard, Yale, and Princeton are making energetic preparations to contend for the foot-ball championship.
The new Gymnasium is nearly completed. It is said to be "the most magnificent building, for its purpose, in the country."

WILLIAMS.
Sixty-five men in '83.
Term began September 9th.
Cushions on the chapel seats is the latest improvement.
Twenty-four Juniors have organized a Protection Club, with constitution and officers.
A game of base-ball between the Juniors and Freshmen resulted in a victory for the latter by a score of 11 to 5.
Foot-ball is said to be attracting considerable attention. It is hoped that a good team of 11 or 15 can be selected.
There are good prospects for a successful year in base-ball. The Freshman class contains an unusual number of good players, and measures are being taken to put a good nine into the field.

MISCELLANEOUS.
Two Indians have entered Union.—Ex.
The University of Colorado has begun the year with 100 students.
Amherst has 109 Freshmen, Cornell 125, Princeton about the same number, Yale 228.
Hillsdale opens under auspicious circumstances with about one hundred new students.
Michigan University has had in all departments 1043 applicants for admission. Of these 211 are in the department of Literature, Science, and Art.
Trinity has 23 Freshmen, Union 57, Wesleyan 60, Brown 80, and the University of California 90.

The student who enters Wellesley this year, best fitted in Latin, Greek, and Mathematics, receives a prize of $250.

The university students in Spain this year number 16,889, of whom 6,823 are studying medicine and 6,409 law.—Ex.

Since 1872 the number of students at Cornell University has decreased from 700 to 403. Of this number 53 are ladies.—Ex.

There are twenty-three colleges admitting gentlemen exclusively; three, ladies exclusively; and eighteen co-educational colleges. It is a significant fact that all the State universities and all the colleges under the fostering care of the Methodist Church are co-educational.

The Private College for Women begins its career with bright prospects for future success. As many as twenty candidates have presented themselves for admission, and among them students from Vassar, Smith, and Wellesley, in spite of the fact that those colleges claim to offer to their students all the advantages of Harvard.—Harvard Crimson.

From an exchange we clip the following statements taken from Mr. Nightingale's book on "The Requirements for Admission to Colleges:" The Roman pronunciation in Latin is used by twenty-two colleges; the English, by eighteen; the Continental, by one, and a mixed pronunciation by two. All the Roman Catholic Institutions use the Continental. Yale still adheres to the English.

CLIPPINGS.

What is the resemblance between the French "u" and wealth? Most people fail to get either.

Professor (to student in natural history)—"Mention six animals of the frigid zone." Student (eagerly) —"Three polar bears and three seals."—Nassau Lit.

Gin Sling is the euphonious name of a Chinese Freshman at Yale. Who knows but at some time in the dim future Gin Sling may become one of the ornaments of the American bar.

"Mother what does H. M. S. P. stand for?" "Be me troth," answered the affectionate mother, "it'll stand for his mither spanked Patrick, an' ye don't stop pestherin' me with questions." Now let the old ship sink.—Nassau Lit.

An evening interview: "Good evening." "This is a pleasant evening." "A very nice evening." "May I see you home this evening?" "Well, not this evening." "Good evening." "Good evening." Thus evening matters all around.—Ex.
Editors' Portfolio.

"My son," said a fond father, "emulate the mule; he is always backwards in deeds of violence."—Ex.

Dialogue between Professor and Senior delinquent: P.—"What is the difference between a sidereal and a solar day?" S.—"Four hours, sir." P.—"How would you find celestial latitude and longitude?" S.—"I think I should take an eclipse of the sun." P.—"Can you state Kepler's Laws?" S.—"I know nothing about Nepler's Laws." Exit student, claiming that the best way to pack a trunk is to put the books at the bottom.—Hamilton Lit.

It is related that Prof. Blackie, of Edinburgh, once had the occasion of placing this notice on the door of his Greek class room: "Professor Blackie regrets he is unable to-day, to meet his classes." A wagish student, spying this, scratched out the initial letter of the last word of the sentence, and made it appear that the Prof. was regretful of his inability to meet those fair specimens of humanity familiarly known outside the college quadrangles as the "lasses." The keen-eyed old old man, noticing the prank that had been played on him, quietly erased another letter.—Ex.

DROPPED.

Rattle his Bohns
Over the stones!
He's only a Soph,
Whom the college disowns.

—Spectator.

Riding a horse
Throughout his whole course,
Is the gay Junior's
Only resource.
Crib in his fingers
And specs on his nose,
Oh! he shall scoop maxes
Wherever he goes!

—Spectator.

BY BOAT.

Dear papa, do speak to that youth sitting there,
On deck in the moonlight alone;
He's a Freshman, I know by his innocent air,
And he's going from home among strangers somewhere
And trials that yet are unknown.

He is lonely, I'm sure, for all the rest
Are chatting right sociably;
But he sits apart, his chin on his breast,
And watches the moon as it sinks in the west,
So still it is painful to see.

And, pa, if you find he is pleasant and nice,
You must bring him to Jennie and me;
For I know I can give him some wholesome advice,
And it's horrid to sit and be frigid as ice,
When a word such a kindness would be.

Dear papa, don't try to look shocked, if you please;
You know you will do as I say.
And suppose I've not met him; on trips such as these
A girl must be kind to the people she sees.
Now go,—there's a kiss for your pay.

O Jen, he's a Senior, so handsome and sweet!
I have seen him before, you must know.
But wasn't my talk to pa discreet?
A Freshman indeed! I would like to repeat
It to him,—how mad he would grow!

But pa's coming alone: why, what can it mean?
I declare, I scarcely can keep
From giggling to ask. Well, pa, have you seen
The poor boy? What! O Jen, how silly I've been!—
And the stupid old thing was asleep.

—Harvard Advocate.
BATES COLLEGE.

FACULTY OF INSTRUCTION AND GOVERNMENT.


Rev. John Fullarton, D.D., Prof. of Ecclesiastical History and Pastoral Theology.

Jonathan Y. Stanton, A.M., Professor of Greek and Latin Languages.

Rev. Benjamin F. Hayes, D.D., Professor of Psychology and Exegetical Theology.

Richard C. Stanley, A.M., Professor of Chemistry and Geology.

Rev. James Albert Howe, D.D., 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.

Thomas H. Stacy, A.B., Tutor in Elocution.

CLASSICAL DEPARTMENT.

Terms of Admission.

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

Latin: In nine books of Virgil’s Aeneid; six orations of Cicero; the Catiline of Sallust; twenty exercises of Arnold’s Latin Prose Composition, and in Harkness’ Latin Grammar.

Greek: In three books of Xenophon’s Anabasis; two books of Homer’s Iliad, and in Hadley’s Greek Grammar.

Mathematics: In Loomis’ or Greenleaf’s Arithmetic, in the first twelve chapters of Loomis’ Algebra, and in two books of Geometry.

English: In Mitchell’s Ancient Geography, and in Worcester’s Ancient History.

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

Certificates of regular 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.

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