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THE

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EDITED BY CHARLES S. LIBBY AND EDWARD WHITNEY.
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THE VALUE OF EXPERIMENTAL STUDY.

"EXPERIMENTS," says Professor Tyndall, "have two uses, a use in discovery and a use in tuition." Plain as this statement may seem to us of the present day, it is but a few years, comparatively, that the truth contained in it has been fully recognized. The ancient philosophers believed that the heavenly bodies were governed by laws that were worthy of study, but that terrestrial objects and their phenomena were controlled and occasioned by other and imperfect laws, and should be left to the consideration of the lower classes. Thanks, however, to Newton, and the army of his laborers, we think the world nearly rid of that notion, and as zealous to do justice to the labor and genius of a Watt as of a Kepler.

An experiment is a question put to nature, and the reply is never false, but the result of invariable law. Is the reply different from what we expected? Then our method is wrong, but the answer never; and the more we eliminate our errors the nearer we come to the wished-for reply. The verification by experiment of an idea in the mind of the theorist places its truth beyond all carping; and moreover, this process of proof brings with it a joy which we think must differ from all others. Says Fresnel, "All the compliments I have received from Arago, La Place, and Biot, never gave me so much pleasure as the discovery of a theoretic truth or the confirmation of a calculation by experiment." Although we may never have that pleasure in so high a degree as the great French philosopher, yet the most of us, doubtless, have felt a satisfaction hardly explainable at the successful result of some experiment. Whence comes this pleasure
unless from man's innate love of power and superiority? for we, who are for the most part but the toys of Nature's laws, find that by acting intelligently we may sometimes cause them to accomplish our ends, or may successfully predict their results. That incentive to all thorough work, the love of it, is continually increasing the array of original investigators. It rarely happens that they can expect material profit, but they may hope to add some atom to scientific truth or help to correct some existing error.

We have said that the world is fast getting rid of that idea of the old philosophers, that the study of terrestrial objects is demeaning; yet if some of us would carefully analyze our feelings we should find that the old idea still influences us. There are some who think that a person who enthusiastically devotes his time to the study of chemical reactions never arrives at manhood, and that the physicist stands on a lower plane than the pulpit orator or the astute politician. There are others who think that scientific study has no value unless its results are immediately applicable to the useful arts; that unless steel is made cheaper, or some new motor discovered, all experimenting is a waste of time and the height of folly. The highest object which the experimenter should have in view is the discovery of truth, whatever the result may be; and it is impossible for him to fore-

see that a fact of science seemingly of little importance shall not in a few years be the means of ministering to the wants of man.

A theory is often proved or disproved by some discovery that at first would seem to be far removed from anything in connection with the theory in question. The polarization of light would seem to have no connection whatever with the breaking of a beam of any kind, yet it has proved a fact that was before only a theory. The transverse breaking of a beam placed across two supports is a common thing enough, but there has been much discussion as to how it occurs. The generally received theory is that the fibres on the top of the beam are compressed and those at the bottom extended, while at the centre of gravity of a cross section of the beam is a plane of no stress, or a place where compression changes to extension, and vice versa.

Sir David Brewster, in experimenting on light, placed across two supports a small rectangular bar of glass, and loading the bar he saw that the light transmitted through the top and bottom was highly colored, but that the colors diminished toward the centre of gravity of the beam's cross section, and that there the transmitted light was the same as that which passed through the whole beam when no pressure was applied; thus proving conclusively the theory of a neutral plane as far as glass
beams are analogous to others. Thus things apparently incongruous are seen to be intimately related, and progress in physical science is made not by speculation or by half-investigated premises, but by accurately observing the phenomena in all their aspects.

However great may be the value of experiment in discovery, we can never lose sight of its use in tuition. One effect of every well considered experiment is to discipline the mind. In an experiment we must work according to law; if it be an original one we are thrown upon our own resources, and because Nature reveals her secrets only to the worthy we must pay our undivided attention to the process, lest seemingly small errors creep in and entirely change the result. If the experiment is not original a much more lasting impression is made upon our minds than by the mere committal to memory of the same fact. In this way we learn to think and investigate for ourselves. We are not obliged to accept the dictum of any one as final, nor are we bound to the opinions of some past generation carefully preserved for us in highly venerated text-books.

The ancients taught that Nature abhorred a vacuum, and that therefore there could be none; and because these instructors thought experiment of little value, this fallacy was gravely handed down from teacher to pupil for hundreds of years, until some one stepped out of the time-honored and easy rut and made a simple experiment. And thus it always is, new investigations are bringing to light new facts and demolishing old theories which have been aptly said to be but the scaffolding by which we are enabled to connect the facts; but if we stop experimenting we are likely to look upon the scaffolding, not as a temporary aid, but as a part of the structure itself. Investigation is teaching us that no fact is to be despised; that in the air around us and in the earth beneath our feet there is no force unworthy of our study and no phenomenon from which we may not learn.

By experiment on the lecture platform a large class of people, who could not be otherwise reached, are being taught the elements of Chemistry and Physics. What to them have seemed but the odds and ends of an imperfect world, are shown to be as obedient to Nature's great laws as the worlds that revolve in space. By this means many a mechanic who before looked upon his work as drudgery, or performed it as a machine does its work, has suddenly found it to be not only a pleasure but a means of his intellectual advancement; and thus men have derived a taste for scientific pursuits that has fashioned their whole after-lives.

Let us, then, give to this department of study its true value; and if
we have a love for it let us not repress it as a childish freak, but remember that it is something implanted in our natures that the greatest intellects have thought worthy of cultivation. By a few months or years of such study we may not fill our minds with facts, but we shall begin to think for ourselves in a systematic manner; and that certainly is one of the great aims of all education.

DECEMBER.

AGAIN the world, obedient to the laws which the Great Mind Sealed in His mighty impulse when He bade it motion find, Has traced the starry girdle of its path through endless space, And reached the goal that marks the limit of its annual race.

And while celestial worlds have moved beneath His sleepless eye Who penciled all their orbits on the canvas of the sky, I've wondered if, in their majestic flight, these heavenly spheres Are freighted with a race who measure their brief life in years.

Does He that is Almighty loose the moments from His hand, And pour them on these rolling spheres like showers of golden sand? And, when the moments minutes grow, and these to days and years, Do they return to their Great Source, o'erburdened with their tears?

Does Grief, like a dark angel, circle with its blighting breath O'er all the burning planets and encompass them with death? And as the great orbs swiftly plunge through heaven's unmeasured space, Does dread Despair chase dying Hope? does Death with Life keep pace?

And, when twelve moons have watched the seasons come and go again, Do they of the dim burning worlds above, like mortal men, Place the pale wreath upon the dead year's brow and toll its knell, Then greet the New with garlands bright and ring the gladsome bell?

Alas! how like a child that, wearied with its toys to-day, Joys in the morrow's sun that melts its early years away, We pass the blushing June of our existence in one strife To hail a future bringing the December of our life.
Father Supreme, in whose hand rests the universe of worlds, 
Whose perfect plan more perfect still each dying year unfurls, 
Whose will the mighty systems cleaving boundless realms obey, 
To whose eternity progressive ages are a day,—

When soon for me this flying globe shall circle the great sun 
The last time ere life's golden sands from out their hour-glass run, 
From thine exalted habitation speak to the fainting soul, 
And bid it rise where years die not and death-knells never toll.

AMUSEMENTS.

THERE seems to be in every human breast some desire for amusement, greater or less, according to the nature and education of the individual. It is an irresistible dictate of man's nature to seek amusement of some kind, either to while away time hanging heavily upon his hands, or to bring relief from care, or forgetfulness of sorrow, or recreation from toil. All history proves this. No history of a people or nation is complete and satisfactory without some account of their amusements. The history of national and popular amusements would be an interesting and profitable study, since it is almost the history of civilization. Nothing serves better to reflect the character, culture, and tastes of a people than the character and extent of their amusements. In the earlier stages of civilization we find that the popular amusements were physical strifes, such as bull-baiting, gladiatorial combats, and the like. Later, as civilization advanced and culture was extended, the popular amusements became gentler in nature and more refined in character. The drama took the place of gladiatorial spectacles, and a thousand little social pleasures were invented.

But it is not our object to compare ancient with modern amusements and sports. We wish to speak briefly of some modern amusements, but not to enter into a discussion of the nature of amusements in general, nor, since there are so-called amusements immoral and evil in their tendency, to draw a strict line between proper and improper amusements. From such an attempt we should be warned by the failures of far abler pens than ours. We will consider some of the reasons that have been and are now advanced against certain popular amusements,
note the reaction of the past thirty years in regard to these, and give our own ideas concerning them.

We think that all will admit that some amusement and recreation is necessary to a healthy condition of the mind; but the point of discussion is, What shall these amusements be? And yet a careful reading of the history of churches and of tracts and sermons can not but show that it has been the policy of nearly all churches, whether Puritan or Presbyterian, Methodist or Baptist, to frown upon all popular amusements, especially the most attractive. They have declared them to be vain recreations and badges of worldliness, which they have entreated and even commanded their members never to assume under any circumstances, that they might show that they had come out and were separate from the world. There are three specific kinds of amusement against which the churches have hurled most of their religious thunder, viz., dancing, games of chance, and theatre-going. Confining ourselves to this country and the present century, we find that these amusements were at first declared sinful, not from any extraneous circumstances or abuses, but of themselves and in their very nature. The simple act of dancing was said to be entirely inconsistent with the spirit of Christianity, wholly contrary to the thoughts, feelings, and proper deportment of true Christians; and this, no matter how private or limited its indulgence, whether the effect of stirring music upon a music-loving man, or practiced for exercise. The folly of this idea, long since abandoned by candid minds, needs no exposition from us; but we would suggest the absurdities into which its supporters fell by arguing that all dancing mentioned in the Scriptures without condemnation was an expression of religious joy, a method of praising God.

Again, as regards games of chance, we find the same profoundly wise objections. These games were declared in tracts and sermons to be intrinsically immoral, "immoral and unlawful, precisely on the ground of their abuse and profanity of the lot, which is an institution of God for special religious and moral purposes." This reminds us of the old woman's objection against life insurance, that it was tempting Providence, though in what way we could never quite understand. The common sense of the people would not always tolerate such sophistry; and, forced to abandon the doctrine of intrinsic immorality, the opposers of these amusements condemned them and declared them unworthy of the least countenance, because they were frivolous and led to a waste of time and excesses in other directions. But even this idea is less prevalent than thirty or even twenty years ago. We read that in 1853 a religious body in its general assembly declared that dancing was so inconsistent with Chris-
Christianity, that any church member allowing his children to learn the art was a fit subject for discipline. Now we hear leading divines publicly declare that certain dances are most beautiful exercises, and when introduced as one of the amusements at a social gathering of friends, are in no way sinful, and ought to be allowed and even encouraged by Christian people. Once cards, dice, and other games of chance were wicked in themselves; now religious bodies furnish rooms with all these games for the amusement of the young.

Another source of amusement which has been the object of many violent attacks is the theatre. Yet we think that all candid people will admit that the evil effects of the theatre are due to its abuses. We can hardly over-estimate the importance in the progress of learning and culture, of an institution which has given to the world a Sophocles and Euripides, a Moliere and Racine, a Goethe and Schiller, a Shakespeare and Jonson. The theatre is at once a school of eloquence, poetry, and painting. If it is profitable to read chaste dramatic works, beautiful poetry, or thrilling eloquence, how much more profitable to hear these words uttered by one who has given his life to their study. If it is profitable to listen to John B. Gough as he prances across the stage, uttering trite truths and relating his old, old stories, is it not at least equally profitable to hear Edwin Booth utter, with a force and expression gained by years of study, the wit and wisdom of Shakespeare? In Bulwer's Richelieu, as played by Booth, the lesson that right will triumph is taught with more force than by the combined eloquence of a whole bureau of lyceum orators.

Let us notice an objection urged alike against theatre-going and other popular amusements,—that they lead to a waste of time. In accordance with the laws of compensation a reasonable amount of time spent in recreation is not wasted, so this objection is only valid when amusements are carried to excess. But behold the consistency of those who advance this argument. They loudly oppose card-playing, though separate from gambling, but say nothing against other games of chance, as checkers, chess, "authors," etc. A father will not allow his son to learn whist or euchre, but teaches him to love a fast horse. There is the same tendency to waste time in croquet as billiards, in authors as whist or euchre. As one has well expressed it, "the ethical distinctions are quite bewildering between balls of ivory and balls of wood, between mallets and cues, between green baize and green grass."

All forms of recreation or amusement, whether loafing on the street corner or reading fascinating books, whether sitting idle in our own room or visiting our neighbor, are
wicked in so far as they take time which ought to be given to our regular work.

We are sometimes advised to stay away from the theatre because even though it might benefit us individually by going, we should set a bad example for others. We can not quite understand how an act not bad of itself can be a bad example. True, one man may attempt to justify himself in an act by that of his neighbor when there is no true connection between the two. But is the neighbor responsible for this? It is sheer nonsense to refer in this case to that saying of Paul, made in a moment of enthusiasm, that if by eating meat he offended a brother he would eat no more flesh while the world stood. It is impossible for us to act in accordance with the ideas and prejudices of all men. We must be guided by our own sense of rectitude and propriety, otherwise we shall meet with no better success than the man and boy who, driving a donkey to the fair, tried to please everybody, first both walking, then both riding, and finally attempting to carry the donkey.

The strongest objection, however, to the theatre is that its associations and surrounding circumstances are immoral and its representations impure. It can not be denied that it has often been a very sink of pollution. But who is to blame for this? Amusements depend upon tastes. In Athens, where the tastes of the people were elevated and refined, the drama was carried to the highest point of perfection; while in Rome, where the tastes were more warlike and less refined, it was never a success. And who is to blame, if not for the existence, at least for the fostering of depraved tastes? To whom do we look, to raise the ignorant and depraved from their sloughs of ignorance and depravity, but to the educated, the cultured, the Christian portion of the community? Their privileges and their vows make this their work. We cannot believe that man is naturally so depraved that he demands for his amusement something either cruel or impure. But if the whole field of amusements is left to the irreligious and to those who for the sake of gain will pand to man's lowest appetites, what can we expect but that amusements will deteriorate in character? We are repeatedly told that the purity and permanency of our republican institutions depend upon the efforts of the educated and Christian men of the country. From the pulpit and the press come loud and repeated exhortations for scholars and Christians to enter the political arena, purify its atmosphere, and raise our political system from its slough of corruption. Will not this apply with equal force to the subject of amusements? If we see in an institution signs of abuse, shall we desert it, abandon it to those who will increase its abuses? The leaven is of no
use until it is worked into the mass of its evils by giving it an audience to be leavened. The people, the morality-loving people have the power to relieve the theatre of many representations, and actors who will not present them.

EXACTLY!

RUTH.

DARK and laughing eyes are thine;
Lips as sweet as clover;
Hair that dazzles the bright sunshine,
When the breeze blows over.
Exactly!

CLAUDOLPHUS.

A white and manly brow is thine;
Lips just whiskered in;
Lithe and straight as any pine
Ere the storms begin.
Exactly!

These two walked in a shadowy wood,
The sunlight sifting through:
The birds such business understood—
E'en the sparrows knew.
Exactly!

In simple tones his vows he made:
"I love"—"So pure and true!"
These words her only thought arrayed:
"Who's good enough for you?"
Exactly!

Then told him how her heart was won;
She dared not be the first
To speak what most she thought upon;
The whole siege was rehearsed.
Exactly!
They chose an early wedding day,
Before the snow should fly.
"He did not marry her," you say;
"Why, sir,—tell me why?"
Exactly!

A merry wedding was there, too;
Each loved one wed her lover;
He wed the one he loved so true;
She wed his loved one's brother.
Exactly!

"A double wedding, was it?" Yes;
First as a bride Claud kissed her;
Who, 'tis easy now to guess—
"Ruth was Claudolphus' sister!"
Exactly!

THOMAS JEFFERSON once said,
"If a nation expects to be ignorant and free, it expects what never was and never can be." If ignorance is hostile to a nation's freedom, it must be equally so to its virtue and peace. Wisely recognizing this fact, our people have founded their system of free common schools. Official statistics declare that an average of about ninety per cent. of the population of our several States is able to read and write; but it must be borne in mind that a large number of these are only able to read and write in the rudest possible manner, and the education with which they are credited is of no practical benefit to them.

That the uneducated portion of our population is a source of crime and social disorder, can be easily shown. A few years ago, great labor and care were given to gather reliable information upon this point, with results somewhat like the following: In Pennsylvania, of the whole number of convicts, a little more than one-half could read and write, while one-fourth could neither read nor write. Only three per cent. of the entire population of the State were found equally ignorant. In Massachusetts three per cent. of the
Compulsory Education.

population and twenty per cent. of
the convicts were unable to read and
write. In nearly all the States of
the Union this fact remains the same.
Now if ignorance does not increase
criminality, then the percentage of
prisoners who can not read or write
should not be more than the per-
centage of citizens who can not read or
write. Instead of this, we find over
forty per cent. of prisoners and less
than three per cent. of citizens who
can not read and write. Here is indi-
cated a certain means of largely pre-
venting and diminishing crime; and
yet, while the masses are crying fran-
tically for the criminal's blood, the
champions of compulsory education
are few and almost unheeded.

It is the opinion of able men who
have considered this question care-
fully, that it is both the right and
the duty of the State to require the
education of every child. A noted
professor of Berlin says: "Government
must protect the well-being of
society, which is endangered by ig-
norance and vice. As the govern-
ment makes laws for the prevention
of crime, it is both its duty and right
to educate the future members of
the social community, that they may
advance its well-being, not destroy
it." Many who appreciate the ben-
efits to society of education, as well
as the dangers of ignorance, are still
opposed to any prohibition of igno-
rance. Such laws, they think, are
incapable of impartial execution.
The State is under the clearest ob-
ligation to protect every citizen in
his personal rights, and to guard so-
ciety against a violation of its peace.

A law providing for universal ed-
ucation has the double purpose of
protecting the child in its individual
rights to an education and of pro-
tecting society against acts of crime.
On this account the law would be
worthy of the most earnest and
hearty efforts for its complete exe-
cution. What are the methods to
be undertaken to make education
universal? is becoming a question
of increasing interest. Why may
not a law be so framed and enact-
ed as to most effectually execute
itself? Why not provide that if the
child neglects the opportunity, free-
ly offered on the part of the state,
to secure an education, and at the
age of twenty-one years is unable to
furnish proof of his proficiency in
the elements of a good English edu-
cation, these facts shall work his
continued legal minority. Until such
proof is secured, let him be deprived
of the right of voting and holding
office or of doing business and hold-
ing property in his own name. With
such a law very few uneducated
children would remain among us to
grow up, breeding moral distemper
and crime. It may be objected that
this is establishing an educational
qualification for the right of suf-
frage, which is entirely un-Ameri-
can. It would be the establishment
of no qualification not already ac-
nowledged in principle.
Already the ballot is refused to idiots. This is establishing an intellectual qualification. Who thinks it a greater sin to be born an idiot than to keep a mind capable of improvement dwarfed and ruined? Who believes the idiot an agent of greater danger to society than the uneducated person? We already refuse the criminal, condemned as such, the right to vote. “Because ignorance produces crime it is itself criminal in character.”

The ballot should never be placed in the hands of the authors of crime; and so should be withheld from the uneducated on the same principle that it is denied the inmates of prisons. As we look at the uneducated thousands growing up in our midst, and as we remember the influence they are to exert upon society, when we reflect that these are they who will startle us with deeds of blood and shame, for which they will go down to dishonored graves from dungeons and scaffolds, then there is an unspeakable meaning in the words of a distinguished writer who says: “What shall be done with these children, soon to be the dangerous classes in society? Can not the state take measures to prevent as well as punish crime? Is it not its solemn and imperative duty to do so?”

ALMA MATER.

I.

A RIVER running to the sea
Leaps the rock, and through the village
Still winds its way in ecstasy,
Bearing health and strength to tillage,
And, to the youthful and the bold,
A treasure better far than gold.

II.

The good green wood on either bank
Gave way; and dwellings grim and gaunt
Crept down, the water’s edge to flank,
And well protect the fisher’s haunt
From stormy winds and drifting snow,
And peering eyes of those below,—
III.
Who, coming from the sea, might know
The legend of the Falls, and hear
The story of the white man's foe,
Whose boat was seen to disappear
Within that stony-channeled niche,
Where roar the waters of West Pitch.

IV.
Then sloping backward to the mount,
David by name, there rests the Hall,
Of youthful trick and trade the fount,
With Alma Mater crowning all;
The Campus stretching far and near;
The trees, the pump, and "Gym" at rear.

V.
This, all of this, to-day I bring,
As fancy paints the scene anew;
And more than this I fain would sing,
And quaint things relate to you;
But, as the sun goes down at night,
So they are better out of sight.

VI.
In early autumn, when the trees
Their golden robe put on in joy,
With head erect, yet trembling knees,
We entered as a College boy:
The "Red Barn" sending forth its spawn
To flounder on the Campus lawn.

VII.
Then down we sat before the Prex,
Or bust returned from Barnum's show,
Named after some old Roman Rex
That all the world was s'posed to know;
And one I watched with deep respect,
As oft he murmured, "Nice! Perfect!"
Alma Mater.

VIII.
Up to the Chapel then he went,
And pointed out where we must stay
And listen to the prayers they sent
For us to keep the narrow way;
But I was wise, the way was old,—
I should not stray and leave the fold.

IX.
And so I flew too near the light
And fell within the Sophomore’s mesh,
Or wakened in the darksome night
To feel once more I was a “Fresh”;* 
Until the year rolled round, and I
Laid up my tadpole gear to dry.

X.
A hat and cane I then put on,
Some mighty trumpet notes reeled off;
Then walked about like any don;
Was duly mustached à la “Soph”;*
And felt that all the world to me
Must homage pay in high degree.

XI.
The Junior year, I shed again
The garments I had worn before;
Held down my head in shame and pain
To think that I should know no more;
For “in that sense” my way was slow,
Before the sterner “Oh, no—no!”

XII.
A full-blown Senior I became,
And felt how great the world outside;
My soul within me now quite tame,
I floated forth upon the tide;
And beat against the brown and bare
Cold rocks that skirt the tempest’s lair.
Alma Mater.

XIII.
And here to-day, in distant lands,
Beside Vesuvius' crater,
I strain my eyes, and lift my hands,
To my own, my Alma Mater;
And pray that she may lead aright
Her children till the morning light.

XIV.
Shall clothe the hills in glad surprise,
And flood the valley with its glow;
The righteous of the Lord baptize,
And "pony riders" drive below,
May ne'er the soul of mortal vex.

XV.
And when the fruitage, fully ripe,
Shall garnered be by hoary Time,
Without a wrinkle or a stripe,
May Alma Mater strike the chime,
And ringing through the false, the true,
Ring out a welcome e'en to you.
EDITORS’ PORTFOLIO.

EXEUNT.

“One step and then another, and the longest walk is ended.”

ONE year ago we were puzzling our brains as to what we should write for editorials, and wondering where we were to get articles for ten numbers of the STUDENT. We had suddenly found an elephant on our hands and hardly knew what to do with it. But, remembering that we had to publish only one number of the magazine at a time, we took one step at a time, and now find ourselves at the end of our walk.

Among the recollections of our college course, the year ’75 and its experiences will always hold a prominent position. We entered upon the year with many misgivings, and can not deny that we hail its close with feelings of joy and relief. The sandwiching in editorial work between regular and unavoidable college duties becomes at times monotonous and even disagreeable. If you don’t believe it, try it yourself.

But we have made our complaints regularly and unsparingly, and will not bore our readers with any further account of our troubles. Though we have seen times when the prospect was dubious—and as it’s always darkest just before light, so the last three months have been our darkest—yet we have succeeded each month in laying before our readers a certain amount of reading matter in the form of essays, poems, attempts at jokes, college news, &c.; and the time has now come to hand over this work to ’77.

Before we lay down the editorial pen for the last time, we wish to extend our heartfelt thanks to the many friends who have so kindly and ably assisted us during the year, and our forgiveness (yes, we think we can forgive them now) to those who so faithfully promised but failed to fulfill their promises. To the members of ’76 we say: As far as we can learn, you have done more for the STUDENT, while in your charge, than either of the two preceding classes; at least you have contributed more. Not only the merit of your contributions, but especially your readiness to contribute, has far exceeded what we dared expect. The kind and valuable assistance which you have rendered will never be forgotten by those by whom it was so much needed.

And now a word as to the future of the STUDENT. It seems to us that it has been thus far little more than an experiment. The time has come for improvements, and there is certainly ample room. During the
first two years serial stories were published. This year, in accordance with the advice of many friends and especially of the class, we have published no story. This of course increased the work of the editors, since the size of the magazine was not lessened. The next editors can now judge which is the better course. Without changing the form of the Student, there are other desirable improvements to be made, such as having a regular day of publication. But the editors alone can not do this. How can they always issue on a certain day of the month, if, just as they are getting ready for the press, one-half of their promised contributors send word that they can not furnish the promised articles? Under such circumstances, can it be wondered at that an article should occasionally appear which is no credit to the magazine?

Other points to be carefully considered by each class are the subscription price and the number of editors. At the present low subscription price, even with a large number of advertisements and the best of management, the Student will not pay for itself. One dollar is perhaps all that its contents are really worth; but it should be remembered that there is not another college publication in the country of the same size whose subscription price is so low, while that of many of less size and cost, and even of less merit, is even higher. The class that raises the price may lose a few subscribers, but we trust the step will be taken ere long.

Again, the Student has the smallest board of editors of any college journal. In the first year only two editors were chosen, and this precedent has been almost unhesitatingly followed by the succeeding classes. As for ourselves, when we entered upon this work we did not know enough about it to judge whether two were enough or not; but, after one year's experience, we unhesitatingly give it as our opinion that the sooner the number is increased from two to three or even four, the better it will be for the Student. The care is too great for two pairs of shoulders. To have that blue Student before one's eyes day and night, is to have the blues of the worst sort. With so small a board of editors, either the magazine or studies must be neglected; and the tendency is, we think, to neglect the studies—in proof of which we refer, not to the excellences of the Student, but to the depreciation of our rank bills.

Each class, however, will of course do as it thinks best. We make these suggestions from our interest in the future of the Student, and as the result of our year's experience. The Junior class, following the established precedent, has chosen two editors and a manager—three men who, with the earnest cooperation of their class, have the ability and energy to make the Stu-
dent a success. For their encouragement we would say that the interest in the student is livelier, and the readiness to contribute for it is greater, each year.

Wishing the many friends and readers of the Student a happy New Year, and the new editors the highest success, we wipe our editorial Spencerian, and, rising from this chair in which we have "rattled round" for the past year, cheerfully step down and out.

**Thoroughness.**

Every thoughtful student must realize, as he draws near the end of his course of study,—and well would it be if he realized it at the beginning,—how much he has lost by not being more thorough in the studies that he has passed over. "Slow, but sure," is the motto of too few, either in business or study. Many of the greatest and most successful men the world has ever known, say that the secret of their success lay in fully mastering one thing before passing to another. Now, if thoroughness is essential to success anywhere, it certainly is in study. A course of study is a chain in which every link should be most carefully forged, since each link depends upon the preceding, and the strength and value of the chain upon all the links combined.

It is the opinion of many of our ablest educators that four years is too short a time for anything like thorough work in the many studies crowded into the common curriculum of American colleges. How important, then, that each student should see to it that he masters as completely as possible each study while it is a part of his daily work. Then, if ever, is the time for thorough work. Then is the time for interest and enthusiasm in the work, and then we have valuable assistance. But the study once laid aside, other things demand our time and attention, and our interest is gone. Every student knows that if he enters college poorly fitted, he will realize the fact throughout his whole course. Ask any student, who in his preparatory course has neglected the careful study of his Latin and Greek grammars, if he does not feel the need of a thorough acquaintance with these books in reading Livy and Thucydides. But it seems to us that this need of thorough work is seen more plainly in the study of mathematics. In the languages, as studied in most of our colleges, the same rules are applied and illustrated so constantly and in such similar ways that most students with very little real study soon retain them sufficiently for the reading of the works commonly read. But in mathematics there is a more perceptible advancement. More new rules and principles are constantly developed, and each one depends upon the preceding. In passing from one branch or text-book to
another, the first must be thoroughly mastered or the second can not be. Slight geometry, and you feel the effects in trigonometry. Slight trigonometry, and the effect is felt in mechanics. Slight analytics and mechanics, and the effect is felt in astronomy. And so on ad infinitum, slight the rudiments of any branch, and the effect is seen during all the time spent upon the study.

But since we all know this, why is it that we are not more thorough in our studies? Partly on account of man's natural aversion to labor, and partly on account of the tendency to superficiality developed and fostered by American habits, or rushing through everything, whether business, pleasure, or study. How shall we avoid this superficiality? Evidently by closer application. By more careful preparation of lessons, and by stricter attention to recitations of classmates and explanations of instructors. How often we hear it said on the way to recitation, "I've read this over once." This, no doubt, is sometimes the result of unreasonably long assignments, but oftener the result of spending an unreasonably small amount of time upon the assignment. With such study no one can expect to be thorough. Again, there are very few students but that occasionally, and some of us oftener, might as well be a hundred miles from college as in the recitation room, as to any benefit they are deriving from the exercises.

Now all this is generally the result of thoughtlessness, and can be corrected with care; and the sooner one begins, the easier the reform and the more beneficial the result. Another salutary method of avoiding this superficiality would be for each student to carefully review by himself, or with his chum, all points of a lesson not clearly understood in recitation. A few minutes spent in this way each day would produce grand results by the close of the year. With such careful instruction and frequent reviews as we have at Bates we can blame no one but ourselves for our lack of thoroughness.

THAT PENNANT.

Unfailing source of dispute and editorials! Better far than the old fable of the gnat and the lion dost thou illustrate that small bodies may have great power. How monotonous would have been college life this fall, had it not been for thee! True, we might have had more scrip in our pockets, had it not been for thy fascinating influence.

It seems we are never to be allowed to feast our eyes upon the beauteous folds of that pennant. We are never to see it waving in the gentle zephyrs that breathe over our campus. Our hopes that we should see it hanging in beautiful folds upon the walls of our club room are "blasted hopes." Can it be that this pennant is all a myth, a
Editors' Portfolio.

dream, a delusion, a mere creature of the phantasy? We only know that $5 went from Bates to Portland to aid in purchasing a flag or streamer, to be played for by certain clubs. That streamer is said to be lingering among the "whispering pines" at Brunswick. We have visited Bowdoin twice this fall, and even been admitted to the B. B. Club rooms; but no streamer have we seen. Perhaps it is laid away under lock and key when Bates boys are in town. The Bates nine have fairly defeated the Bowdoins; but that far-famed, deep-sighted, unprejudiced, and justice-loving Judiciary Committee say that we can't have that piece of bunting. Perhaps we have mistaken, but we supposed that the streamer was to be given to the club playing the best game; but as the Committee gave no other reason for their decision, we are forced to conclude that it is given to the club losing the most games; if so, the Bowdoins certainly are entitled to it.

After a long delay, not on the part of the Bates boys, but rather on the part of the officers of the State Association, three of the Judiciary Committee met at the Preble House, Portland, Nov. 29th. Delegates were present from each of the two clubs, to represent their respective cases. The representatives from Bates stated to the Committee that a game of ball was played between two clubs belonging to the State Association and governed by the rules of that Association—one club known as the Bowdoin College Club, the other as the Bates College Club—it being understood that the winning club was to have the championship pennant; but that the Bates, having fairly won, the Bowdoins refused to give up the flag. The gentleman from Bowdoin admitted that no rules were violated in the game; but said that there was on the Bates nine a man not yet admitted to College, and that this was the only point that the Bowdoins did or could raise—admitting that if this man could be allowed to play, Bates fairly won the game. The Bates representative then endeavored to show to the Committee how closely this man was connected with the College, but that this had nothing to do with the case; that these two clubs were not to be considered as College clubs, but as State clubs; that unless the Bates club had violated some rule of the Association they were entitled to the streamer.

The Committee asked but one question, viz., whether the man objected to by the Bowdoins had played upon the Bates club before, and were told that he had played with them on five match games, no objection ever being raised except by the Bowdoins.

The Committee were then left to themselves, and in a few minutes reported that they had decided in favor of the Bowdoins; but did not state on what grounds, or whether
the vote was unanimous,—being in a great hurry, and "couldn't stop to talk." Sufficient, however, was said to show that they could cite no rule which had been violated by Bates, and that one of the Committee had a prejudice against us—was afraid that we have already too many privileges, etc.; and as one of the Committee was a member of Bowdoin College, it is not surprising that the case was decided as it was.

Well, boys, you have been, not defeated, but gouged; and we advise you to have nothing more to do with this State Association. You certainly ought not to restrict yourselves to students in the College proper, so long as there is a man in the Latin School who is a good player and willing to play.

OUR EXCHANGES.

Many college editors complain of the tediousness of reading and reviewing their exchanges. Well, if you find it so tiresome and unpleasant as some of you pretend, why do it? There is nothing compulsory about it; and if you find nothing in your exchanges worthy of comment, favorable or unfavorable, this work is certainly a waste of time, paper, and ink. If done merely to "fill up" it must indeed be tedious. As for ourselves, had it not been for the encouragement, pleasure, and profit derived from our literary visitors, we should have been completely discouraged at the very outset of our editorial career. Through these exchanges we feel that we have formed quite an intimate acquaintance with many of the great army of American colleges. We have been enabled to form some idea of the relations between instructors and students, and of the methods of study in these institutions. Had it not been for our connection with the Student we might never have heard of some of those great Universities of the South and West, some of which institutions seem to have sprung up in a single night, and the next morning issued a Gazette, or Herald, or Chronicle, or Record. We give below a list of our exchanges.

WILL teach with the "centennial shank," that lasts "A" hundred years.

An "Ex." says of an alumnus that he is "sweetening death as a life insurance agent."

Which is worse—to have Rhetorical Exercises in the evening, or the day after the term closes?

"Jupiter presents numerous phases to us, but the distance is so great that they are not visible."

Prof.—"What is phantasy?" Student—"When the spirit—well, if the imagination—whenever the sensorium—what is the question, sir?"

"Seek-we-hairs" has purchased a shovel and two cats, preparatory to taking his "diminutive course in theology," just long enough to make sermons.

The Portland Press states that the Freshmen have burned "Thucydides," and also notices the prize declamation of the "Nicholas Latin Academy."

A student making up Zoölogy described the whale as the largest of fishes. Prof.—"Ah—no—is the whale a fish?" Student—"That's what Jonah called it."

Our friend Hayes, the grocer, says that as he has no sons to send, he wouldn't object to having his sign go to college, if it had not come back so badly "cracked."

A high-school teacher, Miss S., who frequently finds errors in text books, remarks upon a print in Hadley that she must write and call the author's attention to his error. Pupil—"Beg pardon, the mail don't go to Hades."

As a Soph, handed his last "paper rag" to the Treasurer of the B. B. Association, he staggered that official with the following: "How do I thus show that I am a poet?" "Give it up." "Because I show that I am devoted to the 'Nine.'"

Evidence of ill feeling between classmates always pains us, and we were especially grieved recently to see two long-haired Seniors in the lecture room twining their fingers in each other's auburn locks and twisting and pulling like any viragos.

A metaphysically inclined Senior recently attended a gathering where he indulged in Copenhagen. He is now eager to discuss the question: "Is a kiss a subject-object or an object-object?" He is certain that it
is a psychical act or state, and is evanescent; but he doubts its being intellectual.

During a clerical conference the following conversation was heard between two newsboys: "I say, Jim, what's the meaning of so many ministers being here all together?" "Why," answered Jim, scornfully, "they always meet once a year, to swap sermons."

A Freshman asks why a Theologian, going away Saturday night and returning Monday morning, must always carry a huge satchel and an umbrella, no matter how short the trip or pleasant the weather. Rash youth! seek not to penetrate such sacred mysteries.

A professor, commenting on a student's essay in psychology, said: "You have given the class a very good introduction to the subject, I think." The student thinks, if he succeeded in doing that, he ought to have perfect rank and a protracted holiday for the rest of his course.

Chemistry has hitherto designated sulphur by the symbol "S"; but as our biblical research has led us to believe that the sulphur of futurity will be radically changed from its present normal temperature and chemical characteristics, we propose as a formula, both new, interesting, and suggestive, "HE(L)."—Univ. Press.

Scene—an examination. Tutor sees a mysterious and suspicious-looking paper fall to the floor. He also sees an opportunity to distinguish himself. Cautiously he advances to the attack, and captures the paper. He reads: "Sold again."—Dartmouth.

We learn that a German chemist has succeeded in making a first-rate brandy out of saw-dust. We are friends to the temperance movement and want it to succeed, but what chance will it have when a man can take a rip-saw and go out and get drunk on a fence rail?—Ex.

The Judiciary Committee of the State Association of Base-Ball Players held a meeting at the Preble House in Portland, Monday afternoon, to decide the disputed game between the Bowdoin and Bates college clubs for the State championship. Both clubs were ably represented at the meeting, and after a full hearing the Committee decided to award the championship to Bowdoin.—Ex.

No remarks are necessary over this decision, as all interested in base-ball matters know the truth of the thing. But we do not see how the boys can possibly derive any enjoyment from the pennant they are allowed to keep, unless they have the happy faculty of enjoying themselves over their own funeral.—Lewiston Gazette.
COLLEGE ITEMS.

THE Fall term closed Friday, Nov. 19th. Vacation of six weeks.

Oxford has 504 Freshmen, and Cambridge 687.

Syracuse University is opposed to college boating.

Cornell has a crew in training for the next régatta.

Middlebury College proposes to organize a rifle team.

A Swedish college is to be established at Knoxville, Ill.

The University of Copenhagen has opened its doors to women.

Prof. E. P. Smith has declined the Professorship of Latin at Oberlin.

All the apparatus of the natural history school at Penikese has been sold at auction.

An unusually small number of students had engaged schools at the close of the term.

Dr. Matthews, formerly of this State, has resigned his professorship in Chicago University.

Forty students have been expelled from Princeton for belonging to a society which was opposed by the Faculty.

Maine State Agricultural College has an attendance of 125 students, and a larger Freshman class than either of the other colleges in the State.

Several students were lately arrested at Dartmouth for assaulting an auctioneer. The prisoners were escorted to their trial by over 400 of their fellow students.

The Dartmouth boys, unlike the Bates, did not think best to play the Tufts at foot-ball until they had learned the game. Together with the fever and the book-store man, the Dartmouth boys have had a hard time.

The annual auction sale of the Reading Room magazines and papers occurred Nov. 12th. The bids did not run quite so high as last year, but the result was very satisfactory. Several new and valuable additions have been made to the already large list of periodicals to be found upon the table and rack.

The Freshmen cremated Thucydides at the close of the term. The funeral pyre was erected upon David's summit. An oration and poem were delivered, and a touching farewell paid to the departing shades of
the great historian. A policeman, attracted by the light and music, appeared upon the scene; but the boys say he was harmless.

And now quiet old Colby has had its little excitement. A Junior took unto himself a wife, and was of course serenaded by the boys. After the regular exercises, the boys on their way home could not refrain from an occasional shake of the bell and blast of the horn; all which disturbed the slumbers and roused the ire of the peaceful and order-loving citizens of sleepy little Waterville.

At Dartmouth, the term bills amount to $70; at Brown, $85; at Williams, $80 to $95; at Yale, $140; at Harvard, $150.—Ex.

Mrs. Cady Stanton has two daughters at Vassar whom she intends to make examples for the world. One is to enter the ministry, the other the legal profession.—Ex.

At an entertainment at Weare, N. H., Friday night, a pistol accidentally discharged came near ending the lives of Mr. H. S. Cowell, Principal of the Seminary, and a lady—the bullet narrowly missing both.—Boston Herald.

There's a moral there, boys. Her- vey, you know, was always to be found close to the ladies.

Plans have been drawn for an observatory at Bates College, to be erected on the summit of Mt. David, at a cost of $10,000. It will be $20,000 to erect the building. All but about $13,500 of the $300,000 endowment fund of the college has been raised.—Gazette.

The National Teacher's Monthly has the following upon memorizing: "The practice of considering everything deliberately, of attempting to recite matter imperfectly learned, of putting memory's burdens on the back of reasoning, which prevails in our schools and colleges, has resulted in our public speakers being guilty of disgraceful droning, repetition, and hesitation, for which the more disgraceful written discourse is the usual remedy. Your ready, fluent, graceful, extemporaneous speakers are really those who in youth trained their memory in spite of the sneers of schoolmasters and the laxity of the schools. Say what you may, grace and fluency in delivery, pointed paragraphs, rounded periods, and, better than all, the trick of stopping when one is done, can be attained only by training the memory for ready recitation at school."
PERSONALS.

'70.—W. E. C. Rich has been elected Usher in the Lawrence Grammar School, Boston, Mass.

'73.—E. A. Smith is on the editorial staff of the *Morning Star*, Dover, N. H.

'74.—H. H. Acterian is preaching at West Gardiner, Me.

'74.—J. H. Hoffman is in the Bangor Theological Seminary.

'74.—C. S. Frost supplies the pulpit of the Free-Baptist Church at Gardiner, Me.

'74.—Robert Given has recently closed a successful term of school at Bowdoinham, and contemplates a trip West for his health.

'75.—H. F. Giles is at his home in Sanbornton, N. H.
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