

The Colby Echo.

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No. 14.

The Colby Echo.

PUBLISHED EVERY OTHER FRIDAY DURING THE COLLEGIAT
YEAR BY THE STUDENTS OF

COLBY UNIVERSITY.

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"The great unlettered poet ne'er has sung,
For genius often tattered clothes conceal;
Nor is't in skillful hand nor fluent tongue;
The great is he, though mute, who most can feel."



THE opening of the base-ball season is one of the most interesting periods of the college year and particularly so at Colby, accordingly a word from the ECHO is always in order at such an eventful time.

As usual all the four Maine colleges are anticipating a "close contest for the championship." It is always safe to start with that premise. We expected a contest of that sort last year, but the disasters which put Colby in the third place at the close of the season, cruelly dashed our lofty hopes. It is indeed sad to look back upon a season which opened so auspiciously, with a strong team in the field backed by so much confidence, coming to such an unhappy end as did that; but we hope that it has taught a lesson to our boys of the need of diligence in practice and other things indispensable to success in base-ball, a lesson which ought to be heeded at this opportunity. We like the spirit of harmony existing between the rivals, in distinction from other years, in which many of the contests were marred by bitter feelings. We like, too, the energy shown by the present management and the interest displayed by the students that Colby's record be not lowered. May we have as good grounds for satisfaction at the end of June.

It will be noticed that the schedule has been arranged so as to bring all of the games played by our team in the first half of the season. This order was made to accommodate Messrs. Parsons and Wagg, who are engaged to play ball for the summer and hence will be obliged to leave before the close of the intercollegiate season.

THERE has been made, up to this time, but one systematized geological collection for the State of Maine, and this is a small one of about five hundred specimens, known as the "State Geological Collection," which has been stowed away for a long time in the basement of the capitol at Augusta. Professor Bayley, hearing of it and having already determined to make a complete state collection for the college geological department, as announced in a recent number of the ECHO, applied to the last legislature that these specimens be transferred to Colby and, though still the property of the state, be properly cared for and arranged on the shelves of the college cabinets. His plan met with approval, the transfer was voted and the collection has already arrived at Coburn Hall. The college is to be congratulated on the acquisition. Below is the resolution passed by the legislature in reference to it:

STATE OF MAINE.

RESOLVE IN RELATION TO THE STATE GEOLOGICAL COLLECTION.

Resolved, That the superintendent of public buildings be and hereby is authorized and directed to transfer and remove the geological specimens, now stored in the basement of the capitol building, to Colby University, Waterville, Maine; and that the governor and council be authorized to draw a warrant for the necessary expenses attending such removal. Said university as far as it may be within the power of the officers of its geological department so to do, shall arrange and classify said specimens, label them with a card bearing the words, "State Geological Collection," place them on exhibition during the entire college year, answer all questions in reference to the same, addressed to said department by the people of the state, and in general shall take all the care and precaution which scientific institutions usually exercise in the preservation of such specimens. Said specimens to remain the property of the state, subject to the order of the legislature.

WITH this issue the board of editors presents volume XIII of the COLBY ECHO to its readers.

We were actually startled when it occurred to us that this number was our last. It seemed like the beginning of the end when the class of '89 shall retire from activity on the college stage and be numbered with the alumni.

Before our dissolution we hastily glance back to see what we have done with our pen during the past year for the college; and the retrospect

awakens a feeling that our record has not been altogether satisfactory; that we have failed to bring our journal up to the standard of excellence it should have attained. However, it will do us no good now to find fault with ourselves, and hence we will refrain from passing judgment upon our own efforts, leaving that to our readers. We hope that the coming year may see an improvement in the ECHO and we are confident that the newly organized board of editors is one well fitted to bring it about. We have no elaborate valedictory to make, but a short good-bye is always the farewell which has the sincerest utterance, and with that we do what a dozen other boards have done before us, bow ourselves out.



THERE NE'ER IS FOUND BUT ONE FAIR MAID.

I.

If one have sense—and it's a general rule
That men have such in measure great or small—
He may come to possess a shining coin,
And then a duplicate; if naught befall,
He may get many, and alike be all;
Or, if he chance to lose them and shall long
To have the like again, he need not call
In vain; but, for a comic piece or song,
Receive it from a dirty lad ere long.

II.

And if that be too near a vagrant's course
To suit his taste—and sure it will if taste
He have, for old Thalia's school revolts
At caricature, when it means a waste—
Then he may act a sober man and haste
To nobler course, and, merry as a lark,
Acquire the sparkling idol men have chased
Since Cræsus, who struck wealth at highest mark
And won the tree—left some one else the bark.

III.

If one be kind of nature, warm of heart,
He may find maiden whom his heart will love.
In value she'll exceed the money bright,
As gold the soil which may be form'd above;
In beauty like the diamond; like the dove
In love notes cooing; than the amethyst
More precious; and all else aside he'll shove
Indifferently, nor will he even list
To other's charms on which some may insist.

IV.

A cruel Fate, which breaks her own decrees—
At least it seems, may take his soul's ideal

Away from his small earthly paradise,
And he be left to view a waste more real,
And dreary, desolate than flames reveal
That do their worst, and he will search in vain
Thro' all the world and vainly grief conceal.
E'en when he thinks his loss may be but gain,
He'll find, alas! it's everlasting pain.

V.

The God of Love by his peculiar law,
Has spun a net about his patron shy,
That holds him in a bliss ineffable
With her whose love is charming to his eye;
And without whom life were a long sad sigh.
In all the world there is but one fair maid
For him who truly loves; and he will try
For second, but to realize he is paid
In disappointment most sadly array'd.

INSTRUCTION IN LATIN IN PREPARATORY SCHOOLS.

BY PROF J. D. TAYLOR.

I SUPPOSE it may be assumed that the difference between the teaching of Latin in college and in the schools, broadly stated, is this: in the school, the student studies the language, in college he studies the literature; or, at least, in the school the object is primarily the language, and only secondarily the literature and criticism, while in college it is the reverse, literature and criticism come first, purely linguistic work is but secondary. The problem, therefore, as I conceive it, which is presented to the teacher of Latin in our high schools, academies and seminaries is, by what methods of instruction can the pupil be put most effectually and thoroughly in command of the Latin tongue?

In considering this problem, let not the teacher forget the immense advantage he has in the fact that he is about to scatter the first seeds of a new harvest on virgin soil. He has not got to exercise his wits to devise novel expedients and tricks to stir anew a jaded interest in a subject grown stale and familiar. The boy is already excited and eager with the prospect of acquiring a new language. Certainly if he has any ambition at all in the direction of knowledge, it will be this, to become master of a foreign tongue, to be able to say things that his mates cannot understand; a proud superiority that lifts him, perhaps, even above his own father and mother. Though he may never have heard the saying, "So many languages, so many times a man," yet that way lies his idea.

Don't then, I entreat you, dash his ardor by

setting him at work for his first lesson (as my teacher did with me 28 years ago) on the first page of his grammar, requiring him to learn by heart the fact that "consonants are divided into liquids, aspirants and mutes, and the last into labials, palatals and linguals, p, b, f, v, etc., etc." Let all that wait. And the sounds of letters, too, division of syllables, rules of accent, and of gender, all these things will come in later. For his very first lesson set him to learn the declension of *musa* and of *servus*, and direct him to pay no attention to irregular case-endings, Greek forms, or anything of that sort. Let him learn as soon as possible the five declensions (*i. e.* the regular forms only) and then the verb. As soon as he has mastered the indicative mood of *amo*, set him at once at translation. Sentences of three words, at any rate, he can manage, *Caesar Brutum amavit*, *Ego sum Americanus*. Let him try his hand and his wits at these, and his interest in his new accomplishment will be second only to that with which in his childhood he struck his first jackknife into a piece of pine.

And not translation only from Latin into English. He can begin at once to turn similar English sentences into Latin. Let him write them on the black-board; give each student in the class a sentence to put on the board, and when they have taken their seats, let them criticise and correct each other's performance.

The next step—and it should not be deferred later than the next day—give him a lesson in *speaking* Latin. This is the consummation to which the boy himself, from the very first moment when the idea entered his head of studying Latin, has been looking forward. He has wanted to be able to speak in a language other than his own, and when you announce to him, *Necesse est Latine dicere*, you will observe how prompt will be his response. I have the strongest conviction of the value of oral practice, as a means of acquiring Latin, and I believe its neglect to be the most serious defect in the current methods of teaching Latin in our state. If it be urged that Latin is no longer a spoken speech, it may be replied that (to say nothing of English, which is one-half Latin in vocabulary) it still lives in French, Spanish, Portuguese, and especially in Italian, which is nearer to the Latin of Virgil's and Cicero's time, than is the English of to-day to that of Chaucer. And even if it were granted that Latin is a dead

language, that is no reason why the teacher should introduce his pupil to it with the lugubrious manner of an undertaker, informing him that he "now has an opportunity to view the remains."

To your pupil the language will be alive enough if you make it so. More so than even French or German, for there are not the same difficulties of pronunciation. Only show him that the Latin had a colloquial as well as a literary style, and that the Romans joked, bantered or scolded each other in much the same style that we do. Help him to discover small phrases and sententiæ, such as will serve him for handy catch-words on the play-ground or in the street. *Heus tu, ubi gentium sumus, jam satis*, and the like, will give a classic spice to his slang that he will greatly relish. His eye will quickly discover how admirably the Latin is adapted to enlarge his vituperative vocabulary, and such expressions as *Mendax Americanus* (for the champion exaggerator), *Homo trium literarum* (Roman euphemism for thief, f-u-r), *Loquax magnus*, and so on, will come in as very convenient substitutes for epithets that have become too common and threadbare to satisfy his taste for point and picturesque vigor. The habit once begun of putting his own thoughts into Latin, it will take possession of him, and become a haunting impulse that works of itself. Latin words and sentences will be running through his head and dancing in his brain till he cannot forget them. It is a vast deal gained when a boy takes hold of a language in this fashion. Whatever is offered to his memory, whether word, or rule of grammar, is seized with a ready and tenacious grasp. Progress will be much more rapid, and, what is worth far more, his interest in the after study will have a vitality that will not easily die. Horace and Catullus and Lucretius and Juvenal when he comes to them, will be living authors to him, and the apt phrases and felicitous lines that he finds in their pages, he will be ready to seize upon with quick appreciation, and in later life they will crop out in speech or in writing as did the slangier classicisms of his school days.

No great extra effort on the part of the teacher will be required for this. It isn't necessary for him to commence his instructions by standing up before his class of beginners and

repeating, *Gallia est omnis divisa in partes tres!* *Gallia est omnis divisa in partes tres!* and so on, with all variety of emphasis, gesture and grimace:—which, however, might be a very good way to learn Latin, if life were long enough. The only thing needed will be to practice his pupil more or less frequently in written and oral exercises. Send him to the board to write from a slip of paper that you put into his hand, the translation of some simple easy English phrase or sentence, suggested by a passage in the day's lesson. Suppose he has been translating the fable of the Farmer and the Snake. You can construct half a dozen sentences, not exact translations of the Latin text, but modelled upon it, and requiring no words or constructions with which the student is not familiar. Next day, with another fable as the basis, give the sentences verbally, and let the student reply with oral translations. Without indicating beforehand what member of the class is to be called upon to respond, pronounce the sentence (English) slowly and distinctly; then after waiting a moment until all have had time to think it out, name the student whom you wish to give the translation. Criticism or questions from the others may follow. From five to ten minutes spent in this way at the close of the recitation will produce results that may be surprising; and I believe the effect in giving a real and secure grasp of the constructions and idioms will be three times that resulting from the ordinary method of "parsing," and as to the interest excited in the student, the two methods admit of no comparison.

At another time (this should come further on, of course) a short narrative, like a fable, or the story of the oath of Hannibal in Nepos, may be assigned to the class with instructions to study it closely and prepare themselves to reproduce the account of the event or incident in Latin of their own; the reproduction to be an imitation of the original, but as far as possible, with different words, different phrases, and in a different style. This is a somewhat difficult test, but with the proper preliminary work already accomplished, even the dullest student could do something; and it is a kind of work also, in which effort, even without achievement, is success.

It may occur to you that these are the expedients that one would avail himself of in

teaching French or German. Precisely! and why not? It is true that it is a reading and not a speaking acquaintance that we want with Latin; but, up to a certain limit, ought not instruction for either end to proceed on the same line? In both cases, you wish to secure a vivid and familiar knowledge of the idioms, constructions and vocabulary of the new tongue; and how can the pupil make acquaintance with the ablative absolute, the dative of interest, the gerundive, and the subjunctive of purpose, so quickly and so effectively as by the attempt to use them? I maintain, and it is the thing that I wish to insist on with most emphasis in this paper, that he who wishes to qualify himself for the best success as a teacher of Latin, will find no better way than to set himself to learning to *speak* some modern language.

The struggle with its difficulties, its grammar, its idioms, is the one thing that can put him in full sympathy with his pupil who is struggling with precisely similar difficulties in his Harkness, or his Cæsar, enabling him to extend the helping hand at just the right point in his perplexity, understand and excuse his failures, and appreciate his triumphs, and it will keep him moreover from continually shooting over his pupil's head, while he dissertates and discourses upon the matters that have interested him, and ignores those that have interested his pupil. In short, it will enable him to practice the teacher's Golden Rule and "put himself in his place." Write out an exercise in French or German before going to your class room, and when you get there, you will have vastly more respect for what your pupil does, and vastly less contempt for what he fails to do. And somehow the pupil himself will understand this. Try it, and you will never get on the other side of the teacher's dead line of routine and ruts.

It is not to be understood that the study of the grammar has been suspended or ignored while the student has been occupied with the method of oral and written reproduction, or that it was dropped when, after learning the declensions and conjugations, he began translating the fables. The method here advocated does not imply the neglect of grammar, but rather its most rigid, persistent and thorough study. But it is needless to say that I do not

mean by this the forced memorizing of page after page of what, to the student, are as yet but dry and unmeaning rules, without their daily and immediate illustration and application in writing, reading, or in speaking. I would teach the student a rule of grammar only after he has begun to feel the need of it, and if you set him to translating (and still more, if you set him to writing or speaking) the need will come very soon. With the very first sentence, he will want to know the meaning of this dative, or ablative, or accusative. He wants to say "I write with a pen." He is puzzled as to how the Latin would express "with a pen." Plenty of questions of the same sort will beset him, and he will beg of you to tell him where he can find in his grammar the rules that will explain it all. This will be the time to give him his first lesson in syntax. Show him the rule for the ablative of means, and that the Latin says *penna scribo* and not *scribo cum penna*. You may warn him that in his next day's lesson he may find other ablatives besides the ablative of means; point them out to him, and let him mark them with his pencil, and at the same time show him in his grammar the rules that will explain them. Let him take those rules—not more than four or five at once—for his next day's grammar lesson, and when he comes to the recitation, see how far he is able to apply the right rule to the right word; and give him sentences for writing on the board that will serve for still further illustrations, and put his discrimination and judgment to a yet severer test. For another day, single out a group of datives, with a lesson from the grammar to correspond; and so on, in order, as the right time is reached, the infinitive and the subjunctive can be mastered in the same way. Care should be taken never to administer the grammar in too large doses: no more should be given at once than can be thoroughly digested and assimilated. Here, with special care, must be resisted the teacher's besetting sin, the attempt to teach too much.

Of course, the order of subjects given in the grammar, need not be followed, and ought not to be. The rules of arrangement, for instance, which come generally at the end of the book, are among those which the pupil will want to learn first, as he will need them at once for use

in writing and speaking. When the grammar has been pretty well gone over in this discursive fashion, and the student is well advanced in his course, there may follow a review of the whole in order, which may serve at the same time to give him a consecutive view of the subject, and to fix the earlier acquired impressions on his memory by repetition. In language teaching there is surely no part of the work of equal importance to the training given in grammar, whether for the linguistic purpose only or as a means of mental discipline, and this, whether the language be a dead or living one; and the degree of fidelity, tact and scientific thoroughness with which it is done will be the measure of the teacher's success, and, ultimately, of his reputation. It is of no use to try to evade this by the ostentatious adoption of new and much trumpeted theories, and so-called "advanced methods," and such-like "royal roads," which are to banish grammar and do away with all unpleasant labor on the part of the pupil, and, though this is usually left unmentioned, of the teacher as well. In the end your work will find you out, and—your pupil also.

The practice of translation at sight is one which, perhaps, in our state, has not received the attention it deserves, though the backwardness of our teachers in adopting it may be due in part to their sagacity in perceiving that the loud advertising it has received under the auspices of certain large institutions, is to be, in great measure, explained by the fact that the "sight-test" is the most efficient safe-guard yet discovered against cramming and cribbing. As an expedient for this purpose, it is certainly a very happy invention, and in a large and wealthy school or university, where the premium on dishonesty is so great, and the facilities even greater, its adoption as the only test regulating the bestowal of its honors, and even the privilege of admission to its classes, is certainly fully justified. In Maine, I believe, we are not yet reduced to any such necessity, and sight translation, therefore, may stand on its merits as a means of instruction only, and as such it doubtless has a value that ought to make it, at least, an occasional exercise in every language class-room. As a means of mental training, it tends to promote power of concentration, quickness, alertness, self-pos-

session also. Furthermore, and this may not be its least value, it brings teacher and pupil into a pleasant and friendly relation, in which, for the time, the former is no longer the catechist and critic, but the sympathetic auditor and helper; and so contributes to disabuse the latter of that invincible prejudice with which every Anglo-Saxon boy seems to be provided from birth, that his teacher is his natural tyrant and enemy. As an exercise occupying now and then the last ten or twenty minutes of the recitation hour, it is, I think, to be strongly recommended.

A method that in my own experience I have found to combine many of the advantages of sight work with others of not less value, is the practice of interspersing now and then an exercise in translation in which the amount assigned is three or four times that of the usual lesson. The class are instructed that what is desired is an exercise in translation only,—no questions of grammar or criticism will be raised,—no more than the usual time is to be given to the preparation, and if the student encounters difficulties which, if he should stop to solve them, would prevent him from covering the whole ground, he is to mark them and reserve them for the class-room to be brought up as subjects for question and discussion. The results obtained by this method have been very satisfactory in college work, and possibly might be employed with advantage in the preparatory school as well.

I have left myself time for but a word on the second part of my subject, the Latin course in schools, and I want to make that a word in favor of Nepos as a substitute for Cæsar. Who that has ever taken a class of beginners through the prescribed four books of the Commentaries, has not had his doubts as to its being the work best adapted to instruct and interest a young mind? We know the arguments in its favor; it is a model of pure Latin; it is a model of a chaste and simple literary style, and it is not too difficult. But how many of us now remember one single episode related in those four books, or can recall one single sentence, unless it be the first, whose point or felicity at that time laid lasting hold upon the memory? Those pages, to be sure, have a different look to us now, and the vision of that slight form, with the pale, stu-

dent-like face, marching at the head of his legions through the forests of Gaul, and sitting down in his tent at night to trace on his tablets the pages of his immortal Commentaries, is one of the most vivid pictures in the long galleries of historic literature. But we saw nothing of all that when we read Cæsar at fifteen or sixteen; nor could we have been made to see it.

Nepos, on the other hand, cannot fail to appeal to the interest of the youngest pupil of the class. It is biography, the kind of literature that most delights us in our earliest years, as it best retains its charm for our latest. The names are those that have already caught your pupil's ear, and he will be taken by the very look of the pages that are to tell him of Miltiades and Cimon, and Alcibiades and Themistocles and Hannibal. Nepos also, no less than Cæsar, is a model of chaste and elegant Latinity; he wrote at the same period, nor is he more difficult. If not taken as a permanent substitute for Cæsar, I cannot help believing that, at least, the occasional alternation of the two authors for successive classes could not fail to have a wholesome effect, not only for the pupil, but for the teacher as well, for whom there is no danger greater than that which arises from dwelling upon the same author year after year, till his criticisms and explanations have become stereotyped, his manner lifeless, and the very tone of his voice perfunctory and stale.



Easter.

Macbeth.

"Are the Fresh mighty?"

They are mighty.

Mighty wet!"

"Where are my rubbers?"

"Oh, can't you come up?"

Samuel Osborne represented the G. O. P. in Portland last week.

The Seniors and Juniors have voted to hire the Salem Cadet Band for commencement music.

The Colby University Alumni Association of western New England will hold its annual meeting in Springfield May 3.

Rabbit has completed his work upon the various wood piles about the campus somewhat earlier than usual; none too early, however.

Principal Corthell of Gorham Normal School, a member of the examining committee, was in Waterville, Monday, April 22, and visited several recitations.

A few of those whom we all envy as the happy possessors of female favor spent the evening of the 6th at Miss May Redington's. A most delightful time was reported.

The college boat is being repainted and made ready for another season's use. Woods, the Senior member of the boating association, has surrendered his interest to Burke, '90.

Dr. Asa Dalton, who was prevented by sickness from beginning his lectures in the chapel, as announced at the opening of the term, will be here May 1st to give his first lecture.

The appointments for the Freshman reading are as follows: C. P. Barnes, W. N. Donovan, G. P. Fall, H. L. McCann, H. K. Rowe, Stephen Stark, C. H. Sturtevant, Misses Knight and Randall.

A large number of the boys attended Sam Small's lecture at the Baptist church, Tuesday evening. Not only was no disappointment felt, but every one was more than pleased with everything he said.

Prof. Hall's father died April 18, at the age of 88 years. He took an active part in the war of 1812, and later was a trader in Portland. For a number of years past he has been a great sufferer from brain disease.

In the game with the town nine Parsons performed the unparalleled feat of batting the sphere out into right field, over the fence to the railroad track. This will be handed down to posterity hand in hand with the gymnasium hit.

The Sophomore appointments for the declamation to occur early in May are as follows: N. L. Bassett, A. F. Caldwell, A. B. Cottle, G. A. Gorham, Jr., F. W. Johnson, C. F. Leadbetter, C. S. Pease, W. A. Smith, A. T. Watson.

Last week Prof. Hall began the task of unpacking the books of the late Professor Hamlin.

Though no one doubted that our librarian would begin the work as soon as possible, we shall be glad to miss those boxes from the library.

The Athletic Club went to Fairfield, Fast Day, and gave their exhibition, which was so successful, especially financially, throughout the state and the provinces. The exhibition, however, was very good and much enjoyed by the audience.

One of our examining committee, while visiting the different recitation rooms last week, being particularly struck with the brightness of our Sophomore class, was unfortunate enough to remark, "You have a smart Freshman class, Professor."

The drive which has been cut through the lawn in front of the depot certainly does not improve the looks of things at all, but nevertheless is a great convenience for those who wish to leave or bring away trunks and other heavy baggage.

The new faucet which has been put on the water pipe near South College must be welcome to the boys on that part of the campus. Sometimes it seems as if the faculty must become disgusted while trying to improve things, but we are glad they are not discouraged yet.

Almost any civilized man, or uncivilized, for that matter, would be ashamed of a yard which looked as our campus does at present. We cannot be surprised at President Pepper's remark a few mornings since that it "pained him to see the present condition of our campus."

The class of 1839 will celebrate its fiftieth anniversary July 4th. The class numbered 18, one more than the present Senior class. Among those of the surviving members of the class who, it is expected, will be present, is Rev. S. L. Caldwell, D.D., president of Vassar College.

The Sophs hardly knew whether to cry or laugh, the other afternoon, when their Professor in Physics informed them that an example in measurements, upon which they had been hard at work for the past week, was wrong, since he had made the measurements with the wrong end of his ruler.

A paper by Prof. Rogers, on the additional experimental proof that the relative coefficient of expansion between Bailey's metal and steel is constant between the limits zero and 95 de-

grees of temperature, was read last week at the annual meeting of the National Academy of Sciences, held in the National Museum at Washington.

Some of the finest Mayflowers we have seen this spring were obtained by Smith, '90, Saturday morning of last week. He was thoughtful enough to present them to a young friend at his boarding-place, who happened to be ill. The thanks of the young Miss for his kindness were so profuse as almost to disturb Mr. Smith's usual gravity and equanimity.

Dr. Dennis Wortmann, of Syracuse, N. Y., a classmate of Dr. Pepper, was in Waterville last week, and by request of President Pepper gave an address in the chapel. He spoke with a good deal of enthusiasm upon the advance of Christianity during the present century and with still greater enthusiasm of its probable advance in the century to come. We were sorry not to hear the poem which was half promised, especially if he is as able a poet as he is a speaker.

Interest in tennis is still on the increase. Another court is being made. It is located between South College and Memorial Hall, just the other side of what is known as the college court, and promises to be one of the best on the campus. The turf has been entirely removed and the land leveled off. It will soon be in condition for use. Those who wish to enjoy its advantages will be obliged to apply to Smith, Burke and Hatch, '90, and Sturtevant, '91.

The Juniors have the pleasure, every Monday morning, of reciting extemporaneous speeches for the edification of the new instructor in elocution. They report it as no end of fun. Yet there must be one unhappy being, and that is the poor victim who, for the nonce, is the objective point for thumbed-noses, spy-glasses, grimaces, and every facial contortion that an inspired audience can invent. The co-eds have held aloof so far from this instructive exercise, but next Monday has been announced as their day, so the remaining gentlemen in the class will be held in abeyance.

The rocks voted by the last Legislature to be deposited at Colby arrived last Friday. These rocks were collected by State Geologist Hitchcock in 1861-2, and form the most complete collection of Maine rocks ever made. Two sets

were formed, one of which was deposited in the State House and the other given to the Portland Scientific Association. The destruction of the latter by fire leaves this collection the only one in existence. At present they are in a wretched state. Uncared for since their collection, not only has their catalogue been lost, but also the labels on many are either gone or indistinguishable. When Prof. Bayley comes to prepare them for exhibition, probably not more than 500 will be found suitable for the cases.

The Freshman-Sophomore spring campaign was opened under auspicious circumstances on the night of April 16. The storm which had been gathering so long then broke forth. While the Sophomores were quietly slumbering, their peaceful dreams were ruthlessly interrupted by sighs and groans and the cry, "Where is '91?" Hastily rousing themselves, they heard the familiar words of Phi Chi sung by forty wild Freshmen, who had gathered upon the campus. Summoning up their courage, the Sophs collected in one of the divisions of South College, while a single Soph in strange attire amused the Freshmen by delivering a continuous volley of hard coal. News being brought to the Freshmen that the Sophs were entering their rooms, they beat a hasty retreat to North College, where they busied themselves in demolishing the Sophomores' rooms and in appropriating personal property. Soon after the Sophs ventured forth to inspect the damage. After a careful survey, they took their position upon the steps at the entrance of the division and refused admittance to the Freshmen, who resented it and attempted to force a passage. A struggle ensued. Locked in close embrace, the Sophomores and Freshmen rolled down the steps and over the walk, biting, scratching and hitting one another like madmen. Hats were crushed, clothes were torn, faces were cut, eyes were blacked and blood dropped from several faces. At length, tired out by the great exertion, all were forced to rest, and the Sophs again occupied their position upon the steps. Shortly after the Freshmen made another rush, then another, but encountering cowardly kicks from ironed boots they were prevented from entering. They then enjoyed themselves by jeering, hooting and insulting the Sophomores, who at length retired and left the Freshmen in

possession of the field. The Freshmen soon dispersed and then all was again quiet. Both sides claimed a victory.

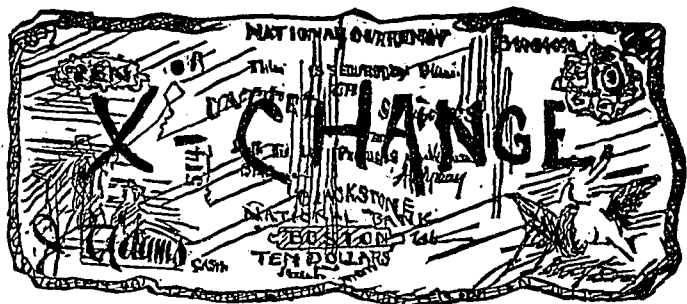
BASE-BALL.

The nine played their first exhibition game with the Presumpscots, last Saturday, April 20. A beautiful, almost a summer's day, and a large number of spectators, including many ladies, made all things bright and auspicious for a fine game. But the omens were false. The game showed a total disregard of the laws and science of base-ball and might well have passed for a scrub game between two class nines. Although the Colbys batted hard and well, keeping the ball on the ground the most of the time, they seemed to lose all knowledge of it when in the field. The Presumpscots, on the whole, played ball not only at the bat, but in the field. If, as they say, it is the first time they have come together on the diamond this season their prospects in the struggle for state championship are indeed bright. Of the umpiring we can say but little, as that is all we saw. The score follows:

COLBY.											
	A.B.	R.	B.H.	T.B.	S.H.	S.B.	P.O.	A.	E.		
Parsons, 2b.,	4	2	1	2	0	2	3	2	2		
Gilmore, 1b.,	4	2	0	0	1	0	12	0	3		
Wagg, p.,	5	0	3	3	1	0	1	8	1		
Roberts, c. f.,	5	0	0	0	0	0	1	0	0		
Kallock, r. f.,	3	0	2	2	0	0	0	1	2		
Foster, c.,	4	1	1	1	0	0	4	4	2		
Bonney, 3b.,	3	1	0	0	0	0	1	2	2		
Megquier, s. s.,	4	1	0	0	0	1	1	2	3		
Merrill, l. f.,	4	2	1	3	0	1	1	0	1		
Total,	36	9	8	11	2	4	24	19	16		
PRESUMPSCOT.											
	A.B.	R.	B.H.	T.B.	S.H.	S.B.	P.O.	A.	E.		
Morton, 1b.,	4	3	1	1	2	4	10	1	1		
Webb, p.,	5	2	3	3	0	1	1	7	1		
Bachelder, 2b.,	4	2	1	1	0	1	7	1	1		
Files, l. f.,	5	0	2	2	1	1	0	0	1		
Campbell, s. s.,	5	0	0	0	0	1	1	2	1		
Clark, r. f.,	5	1	0	0	1	0	0	0	3		
Smith, c. f.,	5	1	0	0	0	0	0	1	0		
Wilson, 3b.,	5	3	4	4	0	4	5	2	1		
Harmon, c.,	2	2	0	0	1	0	3	3	0		
Total,	40	14	11	11	5	12	27	17	9		
SCORE BY INNINGS.											
	1	2	3	4	5	6	7	8	9		
Presumpscot,	2	2	0	5	4	1	0	0	x		
Colby,	1	0	5	1	0	0	0	0	2		

Earned runs—Colby, 2. 1st base on errors—Presumpscot, 10; Colby, 6. Base on balls—Presumpscot, 4; Colby, 5. Struck out—by Webb, 3; by Wagg, 4. 2 base hit—Parsons. 3 base hit—Merrill. Double plays—Morton and Wilson (Wilson unassisted). Passed balls—Foster, 4; Harmon, 5. Wild pitches—Wagg. Time of game—2h. 30m. Umpire—W. B. Brown.

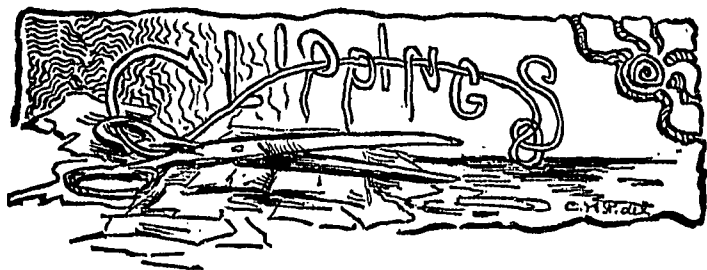
The faculty at Dartmouth, hearing that too much time is being given to athletics, decrees that either base-ball or foot-ball must be dropped.



We have received this week the *Tech*, *Haverfordian*, *Dickinson Liberal*, *Polytechnic*, *Lasell Leaves*, *Hegis*, *Chronicle*, *Heidelberg Journal*, *Varsity*, *Miami Journal*, *Athenaeum*, *Beacon Denison Collegian*, *Brunonian*, *Occident*, *Oracle* and the *Ariel*.

The *Brunonian* is sore over the first game of ball between Brown and Dartmouth, resulting in a score of 32-3 in favor of Dartmouth.

The *University Monthly* comes to hand a welcome guest. The *Monthly* is published by the students of the University of New Brunswick, located at Fredericton. The University and its jovial, free-hearted boys have a warm place in the hearts of all Colby students for their courteous treatment of the Athletic Club during its stay in that city. We are glad to see that the exhibition given there has awakened an interest in athletics in the University.



The ladies of Harvard Annex have challenged the Columbia Coeds to an eight-oared race.

Japan is to have a regular base-ball league. Bats and balls have been ordered from New York.

At the recent election in New Hampshire two-thirds of the students voted in favor of prohibition.

Cornell etiquette requires that no lady recognize a gentleman acquaintance on the University grounds.

Ann Arbor has a regularly detailed United States naval officer for the classes in marine engineering and shipbuilding.

In England there is only one undergraduate college paper published, the *Review* of Oxford University. In the United States there are nearly 200.

Rev. W. W. Smith, the best base-ball pitcher Princeton ever had, has accepted a call to the pulpit of the Central Presbyterian church, New York, at a salary of \$7,000.

Bates college is getting up a gymnasium exhibition, among the novel features of which will be a fencing match between a gentleman and a lady of the Sophomore class.

A young Japanese girl is a Freshman at Wellesley. It is a beautiful and affecting sight to see the native American girls teaching the stranger how to slide down the balusters.

A large number of the college papers edited in the United States will be exhibited at the Paris Exposition, under the management of Prof. Parks of the Rensselaer Polytechnic Institute.

Says the *Princetonian*: "It is not claiming too much to say that in three professions—the ministry, teaching, and politics—Princeton, in her graduates, ranks easily first among the colleges and universities of the country."

The matriculation cards of students in German universities admit holders to the theatres at half price, shield them from arrest by civil authorities, and give free admission to many of the art galleries and museums of Europe.

A rule has been adopted by the faculty of Indiana State University, that in future all members of the Senior class shall take part in the commencement exercises, for which two days are to be given, and more if necessary.

A test is to be made of the cases at the Ohio State University, where students are expelled for not attending chapel. It is held, under the bill of rights, that no institution can compel attendance on any religious exercises. The legislature appointed a committee to investigate the matter.

A bill is before the legislature of Wisconsin to give to the State University one per cent. of the corporation tax, or about ten thousand dollars yearly, for the use of the engineering department. The regents propose to establish a chair in railroad and one in electrical engineering, should the bill pass.

Among the laws of Yale College, published in 1774, were the following: "No Freshman shall wear his hat in the college yard, except it rains, hails or snows, he be on horseback, or hath both hands full. No Freshman shall

speak to a Senior with his hat on, or have it on in a Senior's chamber, or in his own, if a Senior be there."

Hanover Freshmen recently asked for shorter lessons. Not succeeding, they bolted classes. Each member was then notified that he must apologize to the president or be suspended. '92 declared that they would not apologize, and the other classes stood by them. The faculty gave in and the Freshmen went back to shorter lessons.

The place of college poetry is unique in English literature. The college press furnishes an outlet for the rhythmic fancies of many a youth who is unconscious of having been either born or made a poet, and from the contributors to our college papers have come some of the brightest writers of the day. Of course, much of the verse appearing in the college journals contains little rhyme and less reason, but it is seldom, if ever, dull, generally bright and witty, and often brilliant.

Drunken students, whose names are not yet known, attached a rope around the head of the statue of Professor Benjamin Silliman, which stood on the campus in front of Battell chapel, Yale, and pulled it over, cracking the neck badly and otherwise injuring it. The overturned statue was discovered by Professor C. S. Dana, a grandson of Professor Silliman. The faculty is making an investigation. Professor Ladd characterized the action as a "low lived, dastardly outrage, an insult to the institution which all ought to love, and also to the members of the faculty who are related to Professor Silliman." If the guilty ones are discovered they will be expelled.

The number of volumes in a library is not always a criterion of its value to the student, but it is interesting to know the extent to which the colleges of the United States have accumulated libraries and their comparative sizes. We append a list showing the number of bound volumes in the libraries of the principal colleges in the United States: University of Virginia, 40,000; Vanderbilt, 15,000; Lehigh, 67,000; Hamilton, 25,000; University S. Carolina, 30,000; Boston University, 5,700; Brown, 66,000; Colby, 21,734; University of Vermont, 36,000; University of California, 38,000; College City, N. Y., 25,000; Ohio University, 8,000; Williams, 25,500; Rutgers, 30,-

000; Maryville, 10,000; Roanoke, 16,000; Wooster, 12,000; University N. Carolina, 25,000; Bates, 14,326; Bucknell, 10,600; University of Toronto, 30,000; University of Nashville, 15,000; Princeton, 65,000; Adelbert, 22,800; Harvard, 165,000; Yale, 200,000; Swarthmore, 20,000; Bowdoin, 48,000; Dickinson, 33,000; Syracuse, 85,000; Madison, 18,000; Cornell, 150,000; Union, 36,000; Columbia, 90,000; Dartmouth, 68,500; Tufts, 25,000; Pennsylvania, 21,500; Allegheny, 12,500; Lafayette, 22,000; Sewanee, 30,000; Wesleyan, 35,000; Oberlin, 18,800; Hobart, 21,750; Mt. Union, 5,000; Vassar, 16,000; Wellesley, 40,000; Rochester, 23,000; University of Tena, 6,000.



A youth went forth to serenade
The lady whom he loved the best,
And passed beneath the mansion's shade,
Where erst his charmer used to rest.
He warbled till the morning light,
Came dancing o'er the hilltop's rim;
But no fair maiden blessed his sight,
And all seemed dark and drear to him.
With heart aglow and eyes ablaze,
He drew much nearer than before;
When, to his horror and amaze,
He saw "To Let" upon the door.

—Lasell Leaves.

"Tempus fugit," said the Romans.
Yes, alas! 'tis fleeing on;
Ever coming,
Ever going,
Life is short, and soon 'tis gone.
But as I think of next vacation,
Poring o'er these lessons huge,
Ever harder,
Ever longer,
All I say is, "Let her fuge!"

—En.

He stole a kiss from an artless Miss.
"You're a heartless thief," said she.
"I'm a heartless thief, but you're the thief
Who stole my heart," said he.

—En.

We were seated in the hammock;
It was sometime after dark,
And the silence longer grew
After each subdued remark.
With her head upon my shoulder,
And my arm around her close,

Soon I whispered, growing bolder,
 "Do you love me, darling Rose?"

Were her accents low, to equal
 All my heart had dared to hope?
 Ah! I never knew the sequel;
 For her brother cut the rope!

—Tech.

A Freshman was recently heard to declare that his hard treatment was "enough to make a man commit suicide or perish in the attempt."



Dr. Joseph Ricker, of the class of '39, and Judge Bonney, of '63, members of the board of trustees, were in town recently, on business relative to the new observatory.

'69.

Rev. A. W. Jackson, of Augusta, has published a very interesting volume of sermons bearing the title, "The Immanent God."

'81.

Rev. J. H. Parshley, of Damariscotta, has received a unanimous call to the pastorate of the South Broad Street Baptist church of Philadelphia.

'82.

Fred N. Fletcher has sold out his interest in the Alpena *Pioneer*.

'83.

Married at Lowell, Mass., April 23rd, at the residence of Mr. W. O. Brown, by the Rev. G. N. Howard, George W. H. Libby, M.D., of Worcester, and Miss Mary A. Gordon, formerly of Waterville.

'84.

Rev. J. E. Cummings has an interesting article in a recent *Advocate* on the Pegu Burman Association. Mr. C. is a missionary in Burmah and under date of March 13 writes of the work in his field and of his interest in Colby.

'86.

Byron Boyd played third base on the Augusta team in the recent Colby-Augusta game on the campus. He was heartily welcomed by his many friends.

R. J. Condon has resigned the principalship of the Richmond High School and has accepted

a position as superintendent of the public schools of Templeton, Mass.

'87.

E. F. Goodwin is a member of the legislative committee appointed to attend the anniversary of Washington's inauguration, to be held in New York during the coming week.

'88.

Carl Holbrook was in town recently.

E. P. Barrell spent a day or two at the bricks last week.

Walter B. Suckling, principal of the High School in Georgetown, Col., writes under date of April 20th: "It is remarkable how the students of this school have become imbued with the Colby spirit this year." Two students from that institution come to Colby next fall. Miss Bertha L. Brown, of '88, is in the same school and is succeeding finely.

'90.

C. W. Spencer is in New York this week, attending the centennial inauguration celebration.

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