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# THE CADET.

VOL. VI.

ORONO, MAINE, NOVEMBER, 1891.

No. 8.

## The Cadet.

ISSUED ON THE FIRST FRIDAY OF EACH MONTH  
DURING THE COLLEGIATE YEAR, BY THE  
MAINE STATE COLLEGE PUBLISHING ASSOCIATION.

### EDITORS.

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*Editor-in-Chief.*

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*Associate Editor.*

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*Assistant.*

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*Gleanings.*

### TERMS:

Per annum, in advance..... \$1.00  
Single Copy..... .15

Subscribers not receiving THE CADET regularly, or those changing their address, should notify the Managing Editor at once.

Contributions from the alumni and friends of the College will be gratefully received, when accompanied by the writer's name. No anonymous articles will be accepted.

Advertising rates may be obtained on application to R. H. Fernald the Managing Editor, Orono, Me., to whom all business correspondence and remittances should be sent. All other communications should be sent to the Editor-in-Chief.

ENTERED AT THE POST OFFICE AT ORONO, MAINE, AS SECOND CLASS MAIL MATTER.

See notices of recent advertisements, and read carefully the advertisements themselves. Boys, help those who patronize your paper.

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### EDITORIALS.

A mistaken idea sometimes possessed by youth is that people who do not conduct themselves in a manner to endanger themselves and others do not differ much from cowards. Many occupations and operations are dangerous to life and property and will remain so to the end of time. In fact, because of our liability to blunder and because of our ignorance of coming events and of forces around us, we are constantly in dangers, and it seems that danger from these causes is great enough without one's taking unnecessary chances just to show that he dares to take them.

Danger is often not avoided because of thoughtlessness of its magnitude; this is entirely inexcusable. For what were minds given to us if not that we might be thoughtful? These

words are suggested by the careless handling of rifles. Students reload shells and with permission or without it, take rifle practice privately. There is ever a liability of leaving a rifle loaded, this may be the case when you next sportingly pretend to shoot some one and your sporting may be a sad reality.

We are enjoined to add to our godliness brotherly kindness. Thus the latter is given a very high place among the list of virtues necessary to make up a gentleman. There are many places in which we can show this virtue; but among the more important ones is in public.

Nothing stamps a man as a gentleman more quickly than his regard for the comfort of others, and nothing shows the opposite better than an utter disregard of the rights of others. It is sincerely hoped that none of the boys connected with our institution belong to the latter class. If there are any who, through thoughtlessness or carelessness should not act the part of a true gentleman, let them remember that it not only harms them, personally, but that it brings discredit upon our college.

Let us then, be true to ourselves in all places, at all times and under all circumstances and above all remember the cardinal principle, brotherly kindness.

The members of the college Young Men's Christian Association, who attended the Y. M. C. A. State Convention held at the new association building in Bangor, October 29th. to Nov. 1st., returned full of enthusiasm reporting the meeting to have been both pleasant and profitable. Untiring effort had been put forth by State Officers to make the convention surpass anything of the kind ever before held in the State, in profit to young men by way of inspiration to better christian work. Friday evening and Saturday were devoted to the branches of work in colleges, and to the discussion of subjects interesting to college workers by men of prominence in association work. J. L. Gordon, General Secretary, Boston, gave an address on the subject, "Has the Young Men's Christian Association succeeded in reaching young men?"

Several interesting talks were given by men from colleges of the State.

College association work has grown very rapidly for a few years. The Intercollegiate Young Men's Christian Association was formed in June, 1877, of thirty-two associations with a membership of one thousand six hundred. At that time there was no building set apart for the use of college associations; no meeting of students of different colleges to discuss and improve methods of work among students, and there was but one college secretary in the field. During these fourteen years, eleven association buildings have been erected and fourteen other associations have funds for building. Last year meetings of students were held in Virginia, at Lake Geneva and at Northfield. The number of members of college associations is now over 22,000. The full time of seven men is now given to intercollegiate work, five of whom are in this country and two of whom are laboring among colleges of Europe and the East, while 6,200 names are enrolled as volunteer workers.

#### SKETCH OF THE LIFE OF PROF. W. M. MUNSON.

Welton Marks Munson is a native of Michigan. His father and mother were both successful teachers, but Mr. Munson's health failing they settled on a farm near Howell. It was there that Welton made the acquaintance of the occupation of the first man, and formed general ideas of the course of study that he should pursue. He fitted for college at the Howell High School, and entered the Michigan State Agricultural College in February 1885, graduating in the class of '88. At the time of entering college he, like so many inquiring and thoughtful youths, was undecided just what course to take. He was better acquainted with stock-raising than with any other industry because of his youthful environment, (his father having made a speciality of stock raising) but inherited tendencies, pointed him to horticulture. Mr. Munson's grand-father was an enthusiastic lover of nature and an amateur nursery-man. The choice was encouraged by Prof. Bailey,

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with whom Mr. Munson was afterward associated, and opportunities were given for special work in the college gardens and forcing houses. With one exception, his winter vacations during his college course were spent in teaching. While a student he was actively engaged in christian work; and was made Vice-President and afterwards President of the college Young Men's Christian Association, a strong and prosperous organization. In scholarship he stood near the head of his class, and graduated with honors.

His class, numbering thirty-two, is remarkable for the number of its members engaged in scientific work. Among these are Dr. Mayo, of the Kansas State College, Professors Hillman and Thurtell, of the University of Nevada, Mr. Taylor, assistant Pomologist, and Mr. Cordley of the division of Entomology, U. S. Department of Agriculture, and others.

Before graduating Mr. Munson was offered, and accepted the position of assistant in Horticulture at the Cornell University Experiment Station, at Ithaca, N. Y. Before entering upon his new duties, however he spent some time in the peach growing district of western Michigan, in the nurseries at Geneva, N. Y., and later in the extensive forcing houses of the Lorillard gardens at Jobtown, N. J. Returning to New York, he commenced his work at Cornell, January 1st, 1889. Here he was associated with Professor L. H. Bailey for more than two years. In January, 1891, he was appointed to the chair of Horticulture in the the Maine State College, and entered upon his duties with the beginning of the spring term, in February.

Readers of horticultural magazines will remember Professor Munson's name in connection with several articles on the forcing of vegetables under glass, and other topics of interest to the horticulturist. The results of a part of his work, jointly with that of Professor Bailey, at Cornell University, were published as bulletins from the Cornell Experiment Station.

Statements from his own pen will make plain his work here:

"During the fall term the work will be strictly of a practical nature. Instruction will be given in methods of constructing green houses and other forcing structures, and in the

general care and management of the same.

"After a brief discussion concerning fertilizers for the garden, and general principles of planting and cultivating, the leading vegetables will be taken up in detail, and specific directions will be given as to the best methods of culture, both in the field and under glass. The principal enemies and diseases of the plants under discussion with preventatives and remedies will also receive attention.

"The latter part of the term will be devoted to fruit culture. Instruction will be given in methods of propagation,—grafting, budding, making cuttings and layers etc., also in the care of nursery stock. Grapes, and the various orchard fruits, and small fruits will be taken up in detail, and instruction given as to the most approved methods of culture, including propagation, pruning, and general management.

"Students will be required to spend two afternoons each week in the garden or in the forcing house doing practical work under the direction of the Professor of Horticulture.

"The first part of the second term will be devoted to a study of the origin and distribution of cultivated plants; the phenomena of germination and vegetation; methods and effects of crossing and hybridizing; variations of plants as affected by soil, climate and cultivation. This course is designed largely for the purpose of studying the principles which serve as a basis of all practical work in Horticulture.

"Students will be required to spend at least one afternoon each week in the laboratory.

"During the last half of the second term instruction will be given in Landscape Gardening.

"This course will include discussions concerning the place of Landscape Gardening among the Arts; and the general principles which guide and should control man in his efforts to beautify his surroundings. Special stress is laid on the practical applications and general hints to be derived from these general principles. Lectures are given concerning the selection of a site for a residence, the arrangement of grounds, relative positions of buildings, planning and construction of walks and drives, the selection, arrangement and planting of ornamental trees and shrubs; the construction and care of lawns.

"In short, the design of the course is to give

young men definite ideas concerning the ornamentation of the home grounds, the school yard, and the cemetery, as well as hints on the arrangement of public parks and pleasure grounds; and to encourage a taste for attractive surroundings."

### PRINCIPLES OF RANGE SHOOTING.

THE EDITOR OF "THE CADET",

SIR:—In compliance with your request for some remarks on target practice I submit the following for the consideration of those interested.

The rifle furnished by the United States for the use of the Coburn Cadets is known as the Springfield Cadet rifle. Its Calibre is the same as the army rifle (45) but it weighs some two pounds less. Its cost complete is \$13.12. The trigger pull is, or should be at least six pounds.

The Carbine cartridges generally furnished are loaded with a 405 grain bullet and with 55 grains of powder. The bullet has a penetration in white pine at 300 yards of 9.3" and at the extreme range of 2500 yards of about 1", the initial velocity is 1166. By initial velocity is meant the velocity with which the bullet issues from the barrel and it is measured by the number of feet it would pass over in one second of time provided its rate of motion remained unchanged. The bullet leaving the muzzle is affected chiefly by three forces, viz: the projectile force, the force of gravity and the resistance of the air. The path of the bullet resulting is called its trajectory, no part of which is a straight line. The line of fire is a line following the direction of the axis of the bore. It is evident that if the line of fire be directed on an object the bullet will not hit that object but will strike below at a distance increasing with the distance of the object from the rifle. To counteract this the line of fire must be directed as much above the object as the bullet would strike below the object provided the line of fire were directed upon it. The graduations of the rear sight are determined accordingly.

Above, the trajectory has been considered wholly in the plane of sight, but the bullet is affected not only by the three forces noted, but

by many minor ones incident to the rifle, ammunition and conditions of the atmosphere. The new rear sight automatically corrects the deviations that are constant by including in graduations for distance the deviations which act vertically, and by including in the correction for drift the other deviations which act laterally. The drift is to the right since the rifling is to the right.

The correct use of the wind gauge is a matter of experience. To determine the effect of the wind it is necessary to resolve the force into two components. One component acts in the plane of fire, accelerating if the wind is from the rear and retarding if from the front; the other component acts at right angles to the plane of fire deviating the bullet to the right or left according as the wind is from the left or right of the plane of fire. The force of the deviating component can be approximately determined as follows: Let a person stand one sixtieth of a mile (88 feet) to the leeward of the person firing, looking parallel to the line of fire, let him note the number of seconds between the shot and the first smoke passing his line of sight. Divide sixty by the number of seconds and the result will be the force required, expressed in miles per hour.

At 200 yards about one (1) point of wind gauge compensates for ten miles per hour thus determined; at 300 yards for nine miles per hour; at 500 yards for six and one-half miles per hour, and at 600 yards for six miles per hour. Expressing force of wind by one (1) and the direction of the wind by the clock notation the value of the component parts is as follows:

|       | Accelerating  | Retarding     | Deviation to Left. | Deviation to Right. |
|-------|---------------|---------------|--------------------|---------------------|
| XII.  | —             | 1             | 0                  | —                   |
| I.    | —             | $\frac{1}{2}$ | $\frac{1}{2}$      | —                   |
| II.   | —             | $\frac{1}{2}$ | $\frac{1}{2}$      | —                   |
| III.  | 0             | —             | 1                  | —                   |
| IV.   | $\frac{1}{2}$ | —             | $\frac{1}{2}$      | —                   |
| V.    | $\frac{1}{2}$ | —             | $\frac{1}{2}$      | —                   |
| VI.   | 1             | —             | 0                  | 0                   |
| VII.  | $\frac{1}{2}$ | —             | —                  | $\frac{1}{2}$       |
| VIII. | $\frac{1}{2}$ | —             | —                  | $\frac{1}{2}$       |
| IX.   | 0             | 0             | —                  | 1                   |
| X.    | —             | $\frac{1}{2}$ | —                  | $\frac{1}{2}$       |
| XI.   | —             | $\frac{1}{2}$ | —                  | $\frac{1}{2}$       |

To change vertical position of a hit one half width of bulls eye, change elevation about fifteen yards at 200 yards; about seven yards at 300 yards, and about the same for 500 and 600 yards noting however that a larger bulls

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eye is used on the "B" target for the mid ranges 500 and 600 yards than on the "A" target for short ranges 200 and 300 yards. To change the vertical position of a hit three feet (one-half height of target) change elevation about 45 yards at 300 yards, 25 yards at 500 yards and 20 yards at 600 yards.

## SUGGESTIONS.

It is of first importance to take a uniform amount of front sight and to pull steadily without jerk. Aim at the bottom of the bulls eye. This gives a more definite point to aim at, and a soldier should shoot low rather than high as thus if failing to hit direct he may get the benefit of a ricochet shot. The rifle should be cleaned with a woolen wiping rod as the iron armrod may scratch the bore. It is advisable to breathe in the barrel after each shot to keep the fouling soft.

The Small Arms Firing Regulations for our army, a copy of which is a recent addition to the College Library is replete with practical and theoretical information on the subject of target practice.

MARK L. HERSEY.

## LITERARY.

## FROM '92 TO '95.

'92.

The Senior's in his glory now  
His work is almost o'er,  
And he begins to lay aside  
His books of college lore.  
And when he hies him to his room  
In dead hours of the night,  
He thinks about the evening past  
And murmurs, "Out of sight."

'93.

The Junior too must have a hand  
In every new event.  
He goes to all the sociables  
And seemeth well content.  
And like the Senior he returns  
His heart filled with delight,  
And as he thinks of all his fun  
He murmurs, "Out of sight."

'94.

And now the Sophomore comes in  
To share with us his lot  
And 'gainst the freshman innocent  
He doth proceed to plot.  
He lingers round poor freshies door  
And howls with all his might,  
But when he hears familiar steps  
He's quickly "Out of sight"

'95.

And ninety-five frisks gaily round  
And climbs the Oak Hall stair,  
But ere he's reached the second floor  
There's *moisture* in his hair.  
And when the boys all gather round  
And pity his sad plight  
And ask him where the culprit is,  
He murmurs, "Out of sight."

## PRACTICAL EDUCATION.

A noted New England divine once said that the doctrine of the Holy Trinity had come to assume with the Americans the form "I believe in the golden eagle and in the silver dollar."

In this age of money getting there are very few who do not in their own hearts know this to be the chief article of their faith. It pays, is the real creed that many a church-goer sees between the lines of the prayer book he reads. Disguise it as we may under outward show and pretense, we must acknowledge to ourselves that it is the money standard to which our religion and morals are too often adjusted.

It is claimed by some that the only fit and proper education for our boys and girls is the practical education, the one which will fit them for life with as small an expense as is possible or consistent with an ultimate financial advantage to their parents. There is a call for the rejection of the higher branches of study and the substitution of such studies as have a direct money value.

Less Latin and Greek and more fine penmanship and book-keeping; let us have instruction in the use of tools in the different trades; cut out the nonsense and give us something which will be of more benefit to the man than will be the higher branches of study. These are

some of the familiar expressions of the advocates of practical education, by which they express their dissatisfaction with the present educational system.

Whether there is, or is not, a reason for this dissatisfaction with our public high school is not for me to say. But that there is a widespread discontent with the present system of education is shown by the well filled business colleges in almost every city and large village of New England, where each student pays fifty dollars for a life scholarship, and at the end of three or at most six months graduates with a three dollar diploma testifying to the high proficiency of its possessor in the arts of penmanship, bookkeeping and banking; not one of the sciences being mentioned.

John Stuart Mill says, "Education includes everything which tends to bring us the nearest to the perfection of our natures." Henry George says, "Education is that which enables man to more effectively use his natural powers."

The two ideas are essentially the same; for according to the one, to attain the highest possible development of our natures is perfection; according to the other, we can more effectively use these powers. Do the ideas of the advocates of practical education harmonize with these definitions? It seems to me that they do not, rather the opposite. They wish for an education which will enable our boys and girls to earn money at the earliest period possible, and will be of immediate daily use in whatever business or profession they may choose.

If such an education means anything, it means instruction in such studies as will benefit the greatest number, and not a special few. It means for the common citizen a very little education; for he can get along without a knowledge of the higher branches. When he has pursued his studies to that extent of being able to read and write and apply the fundamental rules of arithmetic, he can get through life; but he will not be that advantage to society that he ought to be; he will not have that civilizing influence upon the younger class of citizens that he would have if he were liberally educated. The higher arithmetic, algebra, geometry and trigonometry have no place in his curriculum, for he rarely, or never would have to apply them in his business, and should he have need

for such knowledge outside of his daily routine, it would not pay him sufficiently in money to qualify himself in those studies.

By the dropping out of the higher branches of study from our schools in general, we shall compel the special few who would use the more advanced branches to pay for private instruction in order to obtain a knowledge of them. While the poorer many, among whom might be found the brightest intellects, would essentially be debarred from attaining that position of respect and honor which should be within the reach of every brave and honest American boy.

No system of instruction is practical which admits of the teaching of those branches of study which benefit the few and not the many. Latin and Greek are contemptuously rejected as useless, while physics and physiology are accepted by the practical educators. Considered from the stand point of true education the Latin and Greek have a far greater educational value than either physics or physiology, and are nearly as applicable in every day life.

I would ask how much of a knowledge of physics does the ordinary citizen apply in daily life? The history of ones own country would seemingly have great value; what practical application do we make of it? It is true that a knowledge of history will make us more intelligent voters. When the subject of history is closely examined we shall find its true worth to be mainly disciplinary.

The teaching of only that which is practical has a very strong tendency to narrow the scope of education. Our lawyers, doctors and ministers would be very poor representatives of educated men if they were to study only those things which bear directly upon their respective professions. The scientific man would not be able to converse intelligently with any outside of his special line of work.

I believe the whole trouble arises from the wrong conception of a practical education on the part of its advocates; for they suppose education is something to secure for every one the largest amount of physical happiness through the medium of money. True education is not the giving of anything but rather the bringing out of what there is in an individual. It is the developing of the mental powers in order that

we may see and decide for ourselves, rather than to take it for granted from others. True education is progressive and looks to the future; the so called practical education is stationary, and addresses itself to the welfare of the body in so far as food and clothing are concerned, but is entirely without mental development.

It is believed by many of our most noted professional educators that our schools should be of such a nature as to form habits of thought in the scholars that will be of service to them in after life, for the habits formed in youth for either good or bad remain with us longer than those formed later in life.

That which our boys and girls should carry away from school with them is not so much a professional education as it is one that will direct them in their professional work. Make them honest, energetic, truthful, industrious and good observers, and they will make a success in whatever calling in life they may choose. Men are *men*, before they are lawyers. Give to our boys and girls something that will enable them to use their natural powers in raising themselves to the highest point of mental and physical discipline and we have done for them all that education can do.

Their success remains wholly with them and if they have formed habits of thought in school and continue in such habits, success will crown their efforts. The great object of education is to develop the mental power, and not the mere acquiring of useful facts. These practical things are good to know and to have, and for most people they are sufficient for all the immediate purposes of life.

Any branch of study which tends to the development of the mind is valuable for study, if it be Latin the more the better. Education improves a farmer or a tradesman by the fact that it calls forth the exercise of his reasoning faculties. It also is true that it may not teach the one how to raise corn or the other how to sell shoes, but it widens his views and increases his influence and makes him an honor to himself.

Carlyle who in his bitter moments seems almost to rival Dean Swift in his scorn of the human family, compares the American society to a lot of hogs gathered round a trough where a pail of swill has been emptied, the happiest hog

is he who gets the most swill, and from the general desire to be the happiest hog some have devised a shorter cut to the trough, and advocate practical education not as something that strengthens the mind, but as a means of procuring the coveted money. I do not wish to give the idea that I believe the business colleges of no value for I do recognize their worth to the young man who wishes to fit himself for business in a few weeks, but I do fail to see how they educate in the full meaning of the term.

If every effort of the mind is to be directed to the acquisition of money, and love of country, and love of liberty, and the appreciation of what is truly noble and good are to be made subordinate to the love of mammon, then practical education is the thing for the people. But if we are to continue in the development of civilization which is still in its infancy, there must be in the course of study, that which will make more of a man than these business colleges can possibly do; there must be music for the elevation and enjoyment of the soul; art for the refining of nature; science for the discipline of the powers of observation and judgment; language for the development of the speech; mathematics for the strengthening of the reasoning faculties. And he who has studied these subjects faithfully a proper length of time, cannot fail in being practical. —'92.

#### A LETTER.

EDITORS CADET:—The letter of W. R. Pat-tangall, ex '84 and '8, in the October CADET was one which every alumnus of the Maine State College will read with much interest. His suggestion in reference to the name of the institution is one that many of us have been working years to have adopted, yet we are not much nearer the goal than we were when we started. True we have secured the popular acceptance of the term, but in some quarters we have been unable to gain even that. We are not, however, discouraged but propose to keep right on till the good work is accomplished. Like other reforms, it suffers temporary setbacks, but it will come. We anticipate delays

of years, and in the mean time the college suffers more from its misnomer of "the agricultural college" than it does from the length of name. This latter is gradually being less generally used and in this age of hurry and contraction will soon entirely disappear like the tail of the pollywog. The abolition of the misnomer will do more toward placing the college before the people in its true light, than will the shortening of its official title. We object to it merely because it misrepresents the college, by making what was intended as a co-equal branch of the institution its crowning glory. We all of us understand the exigencies of the occasion that gave rise to it. There is no need to more than refer to them. Will you, however, grant me a small space to explain how a force is indirectly at work continuing it?

The agricultural department has back of it a widespread and centralized organization with a mouthpiece in one of the most largely circulated newspapers in the State, and in whose office the college is watched as a mouse is by a cat, to see how any proposed change will affect the department which most nearly concerns its constituency. Its policy has been, is, and will be, to quietly ignore the claims of the other departments, leaving their interests to the care of those more affected, but to claim for its patrons every benefit that can possibly be obtained, and the demands are made in such tones that insure their adoption. These demands naturally are discussed by the other papers throughout the State, and thus that department is constantly receiving an advertisement and being kept before the people, while the other four of the five departments have nobody to advocate their claims and are consequently less widely known. The civil and mechanical engineering departments have the quasi indorsement of the official title, but the other two are left to struggle along without any champions. Under these circumstances is it any wonder that the public generally is unaware of the aims and possibilities of the college in these lines? What is the remedy? For the friends of these courses to brace up and make their wishes known.

I am heartily pleased with the additions already made in the course of Science and Literature and I sincerely hope the further expansion advocated by your correspondent will be

made. It is in direct line with what was intended by the founders of the land grant colleges, and the changes will have to be made if the college is to be a symmetrical one, giving equal facilities in all departments.

But changes in nomenclature or curriculum will avail nothing without students. The burning question is how to secure undergraduates. The college has among its 349 alumni, names that would adorn the triennial of any educational institution in the world. It was with a thrill of pride that I heard the oldest college in the State at its last commencement confer on a Maine State man an honorary degree. I felt it to be a recognition of the kind of men the Maine State College was sending out. The graduates and non-graduates are a standing advertisement that he who runs may read. The only thing is to get them into the papers. From my brief acquaintance with the press of Maine, I think as a general thing the numbers are favorably disposed toward the college. They do not call attention to it simply because they do not think their readers are interested. A CADET once a month may stir them up.

Try his suggestion! Then a "special correspondent" is dear to the average editor. Let every man in college correspond with his home paper. From reading the exchanges throughout the State I see but few of them do. In this way as in no other will the people generally learn what is going on at the Maine State College and whether they care to send their children there or not. Certain it is that the prevailing ignorance as to its aim, work, and possibilities will disappear.

CHAS SWAN BICKFORD, M. S. C. '82.

BRUNSWICK, ME., Oct. 5, 1891.

PROF. W. S. CHAPLIN, Professor of Engineering at Harvard University and Dean of the Lawrence Scientific School, has been elected Chancellor of Washington University at St. Louis. Prof. Chaplin is 43 years old, a native of Maine, and a graduate of West Point. In January, 1877, he was appointed Professor of Civil Engineering in the Imperial University of Japan, at Tokio, remaining until July, 1882. While occupying this position he was called to

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take charge, under the Minister of Public Works, of the roads, railways, canals, docks, harbors, and other engineering works of the Empire. He resigned his position in Japan in 1882, receiving the Imperial order of "Meiji" of Japan in recognition of his distinguished services. On his arrival in this country Prof. Chaplin became engineer of construction for the New York and New England Railway, then constructing its double tracks from Franklin, Mass., to Hartford, Conn. In Sept. 1883, he accepted the appointment of Professor of Mathematics in the Maine State College, from which place he was appointed in July, 1885, Professor of Engineering in Harvard University. Some time ago a gift of \$100,000 was made to the Washington University by an unknown person, to be held in trust by three prominent citizens until a Chancellor should be selected. The selection of Prof. Chaplin releases the gift.

—*Engineering News*, Sept. 5, 1891.

## CAMPUS.

"Who win?"

Among the new arrivals are Simon, Woodchuck, and Setting Bull.

"Have you taken any cider this month?"

Timberlake has been elected manager of the foot ball team. Not many games have been played this fall.

At a recent meeting of the Base Ball Association, the following officers were chosen: Manager and President, Freeman; Vice-President, Timberlake; Secretary, Gibbs; Treasurer, Farrington.

Prof. Estabrook was called home recently by the sickness of a daughter. It is hoped that the child has now fully recovered her usual health.

The corps has been learning the bayonet exercise at its recent drills. Target practice commenced on the first of October.

Some practical work in shoveling was indulged in by the students at the rifle pit.

It has been thought advisable to postpone the annual drill and ball until next term, when

a drill under the new tactics will be quite a novelty.

A late addition to the curriculum is the study of Photography, under the instruction of Mr. Colby. Any student is at liberty to take up this study after the commencement of next term. The Chemists are doing some practical work in this branch this term.

The class of '93 has decided to publish an annual which is to be called the *Chain*. The following are the editors: Editor-in-Chief, Hiram Williams; Managing Editor, W. W. Crosby; Assistant Manager, George Freeman; Beta Theta Pi, H. M. Smith; Q. T. V., C. H. Gannett; Alpha Tau Omega, T. J. Young; Non Society, C. P. Kittredge.

Quincy, '90, was on the campus lately.

Look out for your valids after this.

The M. S. C. ball team went to Pittsfield on the third of October. There they met and were defeated by the M. C. I.'s; score, M. C. I. 29; M. S. C. 6. The Maine Centrals seem quite strong this fall. The Colby team has suffered several defeats at their hands.

Frost '95 has joined the Q. T. V. Society; Boardman '95 and Dolley '95 the Beta Theta Pi; Kittridge '93 has joined the Kappa Sigma Society.

Cushioned seats are quite a luxury in church, therefore, attend that church which has the cushioned seats.

Calderwood, formerly of '94 was on the Campus recently. He intends to enter '95 next spring.

The Juniors took an examination in Field-Book on the 16th. They will take Applied Mechanics for the remainder of the term instead of Roads, Streets, and Pavements, which Prof. Hamlin will teach next term, by lectures.

The iron for the stand pipe has arrived and is being placed in position.

Vain efforts are being made by several of the boys to shoot deer.

Newton—"O thou profoundest hell, receive thy new possessor!"

Student—"O thou profoundest hell, receive the new professor!"

Atkinson of '92, has been at work lately on a railroad at Montague.

A new transit with solar attachment has been received by the Civil department.

Prof.—“I believe the old horse pistol is the father of the modern Colt's revolver.”

Crosby, Shaw, Murphy and Gannett were engaged a week recently in measuring the County road through Old Town.

Many of the boys are patronizing the dancing school.

Now that the staging is taken down from around Wingate Hall, one is able to see how the building will look when completed.

The Senior Civils are to take Sanitary Engineering and Hydraulics the remainder of the term.

The M. S. C. met the Brewers on the diamond the 10th. The result of the game surprised the Brewers, the score being, Brewer 7; M. S. C., 4.

The Seniors have elected the following officers: Pres. Danforth; Vice Pres. Butterfield; Treas. Gibbs; Collector, Randlette; Secretary, Atherton; Exec. Com., Timberlake, Clark, Fernald, Tolman, Butterfield. The following have been chosen to take class parts at commencement: Valedictory, Bristol; Oration, Healey; Address to Undergraduates, Atherton; Prophecy, Maguire; History, Holden; Poem, Fernald; Marshal, Randlette.

The Freshmen will have Algebra the last four weeks of this term; a few of the upper classmen intend to take this study.

Kittridge has been appointed Band Sergeant.

Prof. Bartlett's new house which is situated just south of the college property, on the road to Orono, is assuming definite form. It is Queen Anne style and when finished will be quite a handsome structure. Would that more houses could be built in this vicinity.

To fill the vacancy caused by the resignation of Sergt. Major, Atkinson, Gannett was promoted to Sergt. Major, and Williams was appointed Sergt. to fill the vacancy caused by promotion of Gannett.

Wood '94 has gone home for a few weeks.

Dr. Allen, Ex-Pres. of the college was among us for a day recently, attending to his duty as a member of the Examining Committee. His conducting the chapel services added to the interest there.

The Sophomores played the Freshmen on Oct. 10th. The Sophomores won a bushel of peanuts, but they do say they lost about half of them. The score was 7 to 6.

The Freshmen class has a new member, Mr. Rollins of Bangor having concluded to enter this fall. Better late than never.

## PERSONALS.

'76,—James E. Dike has a position as track engineer on the Great Northern Railway, east of the main range of the Rocky Mountains. —Walter F. Robinson has been engaged for some time in engineering work on the Great Northern Rail Road in Montana.

'81,—The CADET extends congratulations to Mr. H. M. Andrews and Miss Mae Lillian Ring, who were recently married in Orono. Mr. and Mrs. Andrews left immediately for their future home in Calaway, Neb.

'84,—The New York College of Veterinary Science have given the State of Maine a free scholarship. Mr. Fred L. Stevens has received the appointment from Secretary Gilbert. Only once before has the State received a scholarship from this college, and then Dr. F. L. Russell was appointed.

'85,—The CADET extends congratulations to Mr. Leonard G. Paine and Miss Elizabeth Lane, who were recently married at Searsport. The ceremony took place in the Congregational church. Prof. L. L. Paine, the groom's father, officiating. Mr. Paine is a successful mechanical engineer with the Pratt & Whitney Co., of Hartford, Conn.—Chas. S. Williams is taking a post-graduate course in Chemistry, at Harvard.

'88,—Chas. DeWitt Blanchard and Margaret Mae Lancaster were recently married at Old Town. Congratulations are extended.—A.

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W. Sargent, of New York made a short visit to Bangor not long since. Mr. Sargent took back with him a Bangor young lady as his wife. Congratulations are in order.—John W. Hatch prepared an exhibit representing the Hampton Institute for the Colored State Fair, held at Richmond, Virginia, October 7, 8 and 9. The exhibit consisted of work done by the Colored and Indian students, and of the crops grown on the farms.

'89,—A company recently organized in Roanoke, Va. for the manufacture of iron, is the Cushman Iron Company. With one exception, A. D. Bird, of Rockland, the officers and directors are Maine State men. The officers are: C. G. Cushman, President and Manager; John Bird 2nd, Vice-President and Superintendent; A. J. Coffin, Secretary and Treasurer. C. G. Cushman, John Bird, 2d, A. J. Coffin and J. D. Lazell are the directors.

'90,—Geo. Gould has gone to Waterville, Me., as book-keeper for the Waterville City Hospital.—John Bird has been visiting friends in Roanoke, Va.—John W. Owen has a position in civil engineering work on the Pacific extension of the Great Northern, located in Washington.—W. B. Pierce has been sick with the Typhoid Fever.—Fred G. Quincy will spend about a month surveying in Northern Maine and then will scale lumber. Mr. Quincy intends to be a law abiding citizen as he had a copy of the game and fish laws of the State.—V. J. Pierce has a position with the Thompson Houston Electric Co. as draughtsman in their draughting offices located in Lynn, Mass.—We learn that J. R. Rackliffe and wife are the happy parents of a baby girl.

'91.—Fred C. Moulton has been at work this summer on the Gypsy Moth Commission of Massachusetts.—J. C. Graves has gone to Berlin, Connecticut, where he has a position as a mechanical engineer with the Berlin Iron Bridge Company.

'92,—Bertran J. Clergue recently went to Boston to enter the Institute of Technology in the electrical engineering department.—J. F. Alexander has a position as assistant engineer at the Hampton Institute. Elmer O. Goodrich is the chief engineer.

## EXCHANGES.

Again we must rack our poor brains to get something interesting for our readers. And what shall it be?

In reading our large number of exchanges with an idea to select the most interesting and instructive productions, to which we could direct attention, we feel like exclaiming as did the Irishman who, after listening to the first lawyers plea, in a court room, cried, "Well be gory and he has got his case sure!" And after hearing, the opponents address to the jury he exclaimed with the same earnestness as before, "And he has got his case any how!"

We think the publishers of the High School Papers, deserve a great deal of credit for their efforts. The school journals in general are good and the subject matter shows that the editors are putting forth efforts for the improvement of their papers.

There is many a slip—into the class below.  
*Ex.--*

Rev. Elijah Kellog, the author of "Spartacus to the Gladiators" and "Regulus to the Carthaginians" so familiar to every school boy, live in Harpswell, Me., and still preaches regularly, although eighty-one years old.

The above pieces were written while he was a student at Bowdoin College.

The "College of St. Idefonses" is the oldest college in North America; It was founded at the City of Mexico, in 1531.

Among our best exchanges is *The Owl*. Its publishers seems to be more highly blessed than the most of us, with contributing friends. In the October number is an article "Religion in Education" which could be read with good results by all.

We were very much interested in the first number of the "*Palo Alto*," and acknowledge the receipt of it with thanks.

The best success that can attend a college journal and the institution which it represents, is the wish of "THE CADET".

The *Notre Dame Scholastic*, has a very interesting sketch of the life and work of Chas. Stewart Parnell. Mr. Parnell was an earnest

advocate of the Irish rights and has done much for the cause of Ireland. In his death Ireland has lost one of her greatest men.

The "*Polytechnic*" has an article on "Bridge Engineering" by J. A. L. Waddell '75. Mr. Waddell gives in brief the course a young man should follow to become a successful engineer.

"As a rule," he says students are not sufficiently educated to enter these technical schools, when they do, and as a consequence, graduate unfitted for the work. An evidence of unfitness is furnished by the correspondence of the alumni of our technical institutions.

Granting however that the student has not only a thorough English education but has been graduated from a technical school, what has he to do now to become a first class engineer? The best way is to study hard and not look to the salary wholly, but look for ideas in every department as he advances in his work. Thus he lays the foundation, upon which he may build a more important structure. A hint as to charges for engineering work is necessary. If an engineer fails to appreciate his own merit and worth, it is evident others will not, and that within the limits of reason the more an engineer charges for his professional services the more highly thought of, he will be by those who employ him.

We are glad to learn that the change in the dress of THE CADET has met the approval of our neighbor the "*Bowdoin Orient*", but we fail to see what there is about its garb that is gloomy or melancholy. But if it is gloomy it fails to correspond with our feelings and our ideas of the appropriate attire of a college paper.

#### THE DANGER IN LEGAL MAXIMS.

BY WM. C. SPRAGUE, ESQ.

The very common saying, "no rule, without an exception," should be borne in mind in connection with the so-called "rules of law" so frequently published for ready reference and popular use. Many of these seemingly axiomatic rules prove on examination to be so laden with exceptions, conditions

and provisos, that they become of practically, little value to the non-professional reader who is ignorant of the exceptions and is as liable to make a mistake in view of this ignorance as if he never knew or heard of the rule. A recent issue of a prominent commercial paper came under our notice a few days since with a list comprising some twenty-five of these "rules of law" which it advised its readers to cut out and tack up in a convenient place for daily reference. Of these rules scarcely one so stated the general rule as to make it even probable that the reader, under any given set of circumstances, could determine without danger of mistake, his proper course. This is not the fault so much of those who originate or publish these statements of the law, as it is the fault, or rather, the peculiarity of the law itself. With so many tribunals called to pass upon the same subject, and so many varying circumstances continually arising under each rule, it is not to be wondered at that few unvarying rules of law can be found. One can only say regarding them, as we find them put forth from time to time, they express, or seek to express, the main line of legal opinion on the subject, and that to know whether or not it is safe to rely upon or apply the rule, one must know the circumstances and conditions of the case, as well as the state of the law in the territory where the conditions exist. So that were the ordinary citizen to memorize the ordinary and popular rules of law, or wear them continually before his eyes, he will need his lawyer to save him from them. The danger arising from a little knowledge is seen in no direction so clearly as in this; and emphasizes what we have always advocated, that the elements of law embracing the leading rules and exceptions, should be taught in the common schools of the country. Less trigonometry and more of the laws of business would have a healthy effect in training up prosperous and happy men and women. Young people enter upon the marriage relation without a moment's thought or knowledge of the change in their political and legal status. Partnerships in business are daily formed by men totally ignorant of the relations they are thereby called upon to sustain to one another. This is, in our opinion, the fault of our systems of instruction. In view of the general lack of information on the

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subject, and the danger in general statements of the law, we will undertake a series of articles or popular talks on the line suggested.

Let us discuss the well known rule, "a contract with a minor is void." There may have been a time when this rule exactly stated the fact. It is not true to-day.

So inaccurate is the rule, indeed, that it may be truly stated that it is never true, excepting under such circumstances or conditions as would render the contract void if made by persons of legal age. In other words, the mere fact of the minority of one of the parties does not render a contract void.

If it were true that a contract with an infant is void, then neither the infant nor the adult is bound by it, and it may be treated by either as a nullity; and yet it is distinctly and repeatedly decided by the courts that an infant may compel the performance of the contract on the adult, even altho' the adult may not be able to enforce the contract against the infant. But you say, may the rule not be true in the sense that, as against the infant the contract is void, and that that is the meaning intended to be conveyed by the rule. No, granting this, the rule is not an accurate statement. An infant's contract is not void, for if void, it can never be ratified or confirmed, and it is well understood in law that an infant may, on coming of age, ratify or confirm his contract. We will then understand that in general an infant's contracts are not void, but voidable. And indeed this statement needs guarding, for there are cases where an infant's contracts are not only not void, but are also not voidable, and are absolutely binding, as in the case of his contract for necessities—and the better opinion now prevails that an infant's note for necessities is good, and can be enforced even tho' not affirmed, and even if disaffirmed on his reaching majority.

It will thus be seen that the acts and contracts of infants are in some cases binding on them, and in others avoidable at their election, differing materially from the old doctrine which was that all acts of infants which were necessarily prejudicial to their interests, are absolutely void. At the present time, negotiable instruments of infants, and also instruments under seal, are voidable only, that is valid

until disaffirmed; and so of mortgages and conveyances. In fact, the only act of an infant, as to which there is now any serious question, is the appointment of an agent or attorney. Here the decisions materially differ. The privilege of avoiding his acts is personal to himself. In general, when an infant has conveyed real estate, he cannot affirm or avoid his conveyance until he has arrived at the age of majority. In other transactions, the infant may avoid at any time. There are classes of contracts other than those for necessities, to which an infant is held bound. He is bound by any act which the law would have compelled him to perform, such as the partition of lands, assignment of dower, or release of mortgaged premises on the satisfaction of the debt. And so by a contract of apprenticeship and of enlistment.

In this view of the law it may be seen how inaccurate is its statement in the phrase as popularly quoted. We have learned:

1st. That the infancy of one of the contracting parties is not sufficient of itself to nullify a contract or render it void.

2nd. That the infant may compel the adult's performance of the contract.

3rd. That the infant's contract is voidable as to him, and may be affirmed on his reaching majority.

4th. An infant's contract is in general enforceable if made for necessities.

## GLEANNINGS.

### FAINT HEART.

I know an ivied cottage, in a meadow near a wood,  
Where dwells a little maiden coy and fair.  
I'd win the little maiden for a sweetheart if I could:  
I'll kiss her when I catch her—if I dare.

Her hair is like the sunlight glancing golden through  
a cloud,

Her eyes betray the woman world within:  
Her lips—but let me whisper, for I will not speak  
aloud—

Are sweet and warm and yielding. Can I win?  
In strains of rhythmic poesy I'll sing her witching  
charms.

For Love's the dainty muse of my refrain,  
And—No! a terror chains me! my heart beats wild  
alarms:

The little maiden's coming down the lane.

If you would convince a person of his mistake, accost him not upon that subject when his spirit is ruffled.—*Watts*.

Tom—"Is it true that Phil calls on Miss Bond quite regularly now? Jack—"He is getting ready to do so, I believe. I saw him trying to make friends with the dog the other evening."—*Yankee Blade*.

Because Adam ate an apple, and was drummed out of the Garden of Eden, gives no one the right to say that he was accompanied by a drum core.

This world is but a vale of woes,  
Where mortal man is shown  
That with the prettiest girl there goes  
The sharpest chaperon.

The Imperial Library of Paris contains 2,000,000 volumes the largest in the world.

A railroad across Africa has been proposed by English engineers, to be 3000 miles long, and to cost about \$77,500,000.

A famous college president, a clergyman, was addressing the students in the chapel at the beginning of the college year. "It is," he said in conclusion, "a matter of congratulation to all the friends of the college that this year opens with the largest freshman class in its history." And then, without any pause, he turned to the Scripture lesson for the day, and began reading, in a voice like thunder, "Lord, how they are increased that trouble me."

A Boston girl and a Bar Harbor young man were sitting on a rock at the sea shore. He asked what kind of a rock she was sitting on, and her answer was, "For the unengaged it is *trap*; for the engaged, it is *gneiss*."

An enormous microscope has been constructed at Munich for the Chicago Exposition, which will under normal conditions show a magnifying power of 11,000 diameters and which can be increased if necessary to 16,000. An electric light of the power of 11,000 candles will be used to throw the enlarged image on the screen.

Out of the 250,000,000 inhabitants in India less than 11,000,000 can read and write. The total number of scholars of all sorts is but 1½ per cent. of all the inhabitants.

The earliest coin for American use was made about 1612 and bore as a design the picture of a hog.

#### FAHRENHEIT.

Little Johnnie had a mirror,  
But he ate the back all off,  
Thinking, rashly, in his terror,  
This would cure the whooping-cough.

Not long after Johnnie's mother,  
Weeping said to Mrs. Brown,  
"It was a cold day for Johnnie  
When the mercury went down."

Yale University will put \$150,000 or \$200,000 of its big bequest from the Fayerweather estate into a new building for the Sheffield Scientific School.

An electric flying machine was recently made to rise to a height of seventy feet and fly about 400 yards.

Many years ago a large stone was dug up near a church in Ireland, which bore the following inscription:

I Sabilli Hoeres ago.  
Fortibus es in: Aro  
Nosces Mari the be trux  
Votis innem - - - pes and dux. —

Some wit who saw the stone observed that, though not versed in antiquarian lore, he could give a translation. In sound it is ridiculously like the Latin words.

"I say, Billy, here's ago:  
Forty 'buses in a row.  
No, says Mary, they be trucks,  
What is in 'em? Pease and Ducks!

—*New York Tribune*.

The most powerful steam hammer in the world has just been completed at the Bethlehem Iron Company's Works. It strikes a 125-ton blow and is to be used for forging ingots into armor plate.

Though the Lick Observatory possesses the largest telescope at present, (it having an aperture of thirty-six inches,) Harvard College has the best equipped observatory for general astronomical work in America, and one of the best in the world.

Before leaving college students should inform the Business Manager what their addresses will be for the winter; otherwise the December number of THE CADET will be sent to their homes.

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