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THE CAMPUS

Vol. III.

ORONO, ME., FEBRUARY 1, 1902.

No. 8

THE CAMPUS

Published on the first and fifteenth of each month during the college year by the students of the University of Maine.

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Business Mgr.

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Asst. Business Mgr.

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STUDENTS' DIRECTORY.

TRAINS—Leave Orono for Bangor at 6.46, 8.57, 9.57, 10.52, A.M.; 12.45, 1.42, 2.52, 4.02, 7.12 P.M.

Leave Orono for points north of Old Town at 7.21 A.M.; 2.28, 5.04, 6.53 P.M.

Leave Bangor for Orono at 4.35, 7.00, 8.30, 11.30 A.M.; 1.15, 2.05, 2.50, 3.10, 4.45, 5.30, 6.30, 11.05 P.M.

Leave Bangor for the south and west at 7.15 A.M.; 1.35, 8.09, 11.45 P.M.

Leave Bangor for Bar Harbor at 6.00, 9.30 A.M.; 4.50 P.M.

ELECTRICS—Cars leave Bangor at 5.30 A.M. and each hour thereafter until 11.30 A.M.; after 11.30 P.M. on

he half hour until 8.00 P.M.; after 8.00 P.M. until 11.00 P.M. Cars arrive at U. of M. fifty minutes after leaving Bangor. Cars pass the campus going north, 10m. of and 20m. past the hour; going south, 20m. of and 10 m. past the hour.

MAILS—From Bangor and the west, 7.06 A.M., 3.29 and 6.53 P.M. From Vanceboro and the Provinces, 7.06 A.M. and 1.00 P.M. From Aroostook and Piscataquis Cos., 3.29 and 7.00 P.M. Mails will close at the post office for trains: To Bangor and the West, 6.30 A.M., 12.40 and 6.40 P.M. To Vanceboro and the Provinces, 3.10 and 6.40 P.M. To Aroostook and Piscataquis Cos., 6.30 A.M. and 12.40 P.M. Mails from Stillwater, 6.00 A.M., 5 P.M. To Stillwater, 7.45 A.M., 5.15 P.M.

The college library is open from 8.00 to 12.00 A.M. and from 1.30 to 5.30 P.M.

The college office is open from 8.00 to 12.00 A.M., also from 1.30 to 5.00 P.M., but only matters of special importance should be submitted during the latter hours.

EDITORIALS.

FOOTBALL has passed, basketball and track athletics are in full blast and baseball is in the near future. Almost any time of day a few men may be found in the gymnasium getting in shape for the hard work that is to come later. The basketball men will keep in good condition for the spring athletics and with constant practice through the winter a tough set of fellows ought to be ready to represent us on the cinder track this spring. There is no doubt that we have got a good coach this year but we want him to earn his money so the thing for us to do is to get a little light work under his supervision. The meet this year will be held at Bates and the University of Maine should show up then as she has never before. Let's get out and use the gym and its apparatus more and make the coach and physical director a little more work. We are not going through college but once so let's get the benefit of this instruction while we may.

EXAMINATION week has drawn to a close and those finals are things of the past. A new term stretches before us with its possibilities of improvement, and a long summer vacation at its close. It is usually the case that more or less disappointment is experienced at the outcome of the term's work; some are disappointed that they did not reach the required standard, and others that they did not hold the highest mark possible even though they passed that much dreaded dividing line with a fair margin.

There seems to be two great temptations offered to the average college student, one is to study for rank alone, and the other is to let study alone. Neither of these conditions should be cultivated for one is about as bad as the other. On one hand we have students who "cram" their heads full of facts that mean little or nothing to them for the sake of the praise and the few extra per cent. they will get at the close of the term's work. On the other hand are students that have not the ambition to make even a passing rank. It is all very well to get good rank, and a very commendable ambition when it can be done without sacrificing everything else to do it, but to study simply for the sake of the rank is not fulfilling the object of a college education. The man who has worked diligently to have a practical knowledge of the important branches in his course need not feel badly if he does not get the highest rank in his class. High rank is not a sure passport to success. A short time ago we received a letter from an alumnus who was a member of the honorary society and a prominent man in college life. In this letter he spoke of the need of practical reading and of the discussion of practical problems; and though he was a man who could sustain a high rank and at the same time be practical and thorough in his studies he said: "I think of those 98's I worked for in Mechanics; and Colculus and Physics and such stuff, with a good deal of sorrow these days." Outside of the training the study gave him the

extra rank was of very little use. Is it then profitable to neglect the necessary understanding of the important branches for the sake of the extra rank? Neither must we go to the other extreme, but don't get the idea fixed that because once in a while a genius can lead his class and be a practical man that every one can. Let us first study to understand our subjects to the very bottom and then the actual per cent. that the instructor gives us need cause very little worriment.



CHOOSING A COURSE.

In a recent number of *The Tech* appears an article relating to the choice of a course for the college man or woman. An article on this subject would seem to be timely for us, as we are about to start on the last half of our winter's work, and so we reprint part of the article together with a few additional lines. A short time ago we noticed a statement that quite a large per cent. of the college graduates did not follow up the branch they studied while in college. While this may be so in some colleges, we venture to say that in a large per cent. of the cases the vocation finally decided upon was directly connected with the studies they pursued while in college. An inspection of the lists of the occupations of the University of Maine graduates, as given in the catalogue, confirms this statement. It is then true that as a rule the choice of a course is narrowing the life work down to a few branches and is a step that should receive the most careful consideration. This must necessarily be the case in the future if the college continues to fit her graduates to step into successful professional careers. There are fifteen courses of study offered and as the selection of a course is not only for three and a half years, but probably for an entire life time it is proper to seek all the possible information bearing upon it.

For some the choice of a course is easily determined, as a result of natural interest in

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special lines of work, and a consciousness of aptitude for such work sometimes combined with the knowledge that an opportunity for the application of the training obtained will be at hand after the completion of the course. For such fortunate students little assistance is needed to enable them to choose wisely.

The decision of another class of students is determined by the knowledge that their services will be needed in certain definite lines after graduation, and although they may not feel that they possess special aptitude for the work, they have a praiseworthy purpose to attain success through perseverance. In such a case the student should take care to carefully examine the course which he desires to enter,—best in consultation with the member of the faculty in charge of the course,—to determine, as far as may be, how far his efforts are likely to be regarded.

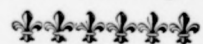
But it is the student who has no strong desire for training in any particular profession, or conscious aptitude for any special line of study, who should exercise the greatest care and be most willing to seek advice before determining which professional course to enter. It should be remembered by such students that each of the courses required for graduation in the various departments involves much beside those studies which are usually regarded as "professional," because they have an obviously direct bearing upon later professional practice, and that it is not sufficient merely to make a success of such work, but of other equally essential subjects as well; for example, for students of chemistry a knowledge of physics, German, French, and a certain amount of mathematics is indispensable; while the student of electrical engineering must have at his command chemistry, physics, modern languages, and often must have some insight into mechanical or civil engineering. In other words, not alone those subjects in a course—for example, chemistry, which bear its name—are to be considered, but the course *as a whole* should

be carefully looked over to determine one's own fitness to enter upon it.

That having been done, the student should avail himself of the invitation extended by the heads of all departments to confer with them, either during their office hours, or at other times specifically named by them. A frank statement of the reasons, on the part of the student, which have led to the tentative selection of a course, will generally furnish the best foundation for advice and guidance. It is probable that something will be gained by every student, however positive his decision, by such conference with the representative of the department which he proposes to enter.

Each student undecided as to his course should look over the catalogues that may be procured at the college office and notice the courses and the degrees they lead to, and in the large catalogues notice what kind of work the men who have graduated from the different courses are engaged in. It should also be noticed that courses may be changed quite late in the college course but always with more or less trouble and extra study, so make your choice a good one at first and stick to it.

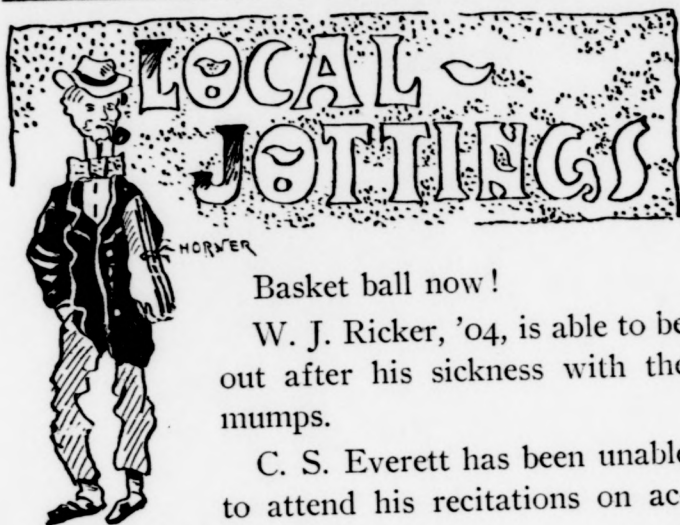
It may be said in conclusion that there is no one of the fifteen courses outlined in the catalogue which does not offer the opportunity for earnest, thoughtful, fruitful labor; there is no course which does not demand it for its successful completion and there is no course in which, if creditably completed, the student may not reasonably expect to find a satisfactory field for the application of his acquired training.



The University of Chicago is to establish an annex at Paris.

Yale, Harvard and Princeton have an inter-collegiate news bureau. Each night the news of the day is exchanged between them.

L. D. Varney, captain, and T. V. Nuiac of the Dartmouth baseball team have been disqualified for professional ball playing last summer in the New York state league.



Basket ball now!

W. J. Ricker, '04, is able to be out after his sickness with the mumps.

C. S. Everett has been unable to attend his recitations on account of sickness.

The members of the Alpha Tau Omega fraternity gave a very enjoyable dance at the town hall, Orono, on Friday evening, Jan. 17.

A. L. Bird, '00, visited friends on the campus recently.

J. R. Talbot, '04, spent a few days at home during examination week.

A new course in electrical chemistry is offered for the spring term, by Mr. Burbank.

The freshman basket ball team will play the Bangor Y. M. C. A. team in the gymnasium on Feb. 7.

F. W. Kallom, '02, has been chosen leader of the Glee club in place of R. C. Baker, resigned.

The musical clubs have made arrangements for the following concerts: Feb. 7, Old Town; Feb. 15, Brewer; Feb. 17, Ellsworth; Feb. 18, Cherryfield; Feb. 19, Machias; Feb. 20, Calais. Concerts at Belfast and Portland to be arranged later.

Hollis Libby, Ex-'03, has returned to college.

A very enjoyable dancing party was given by the Omega Mu chapter of Phi Gamma Delta at their fraternity house, Jan. 31.

Track team men are at work under the instruction of Coach Mack and some promising material is showing up in the freshman class. Everything is favorable for a good track team this spring.

On Wednesday evening, Jan. 29, the faculty and their wives gave Dr. and Mrs. Fellows an informal reception in the library. The room was prettily decorated with evergreens and potted plants and a very enjoyable evening was passed.

Many of the students took advantage of the fine skating during the examination week.

Several candidates are working for the position of assistant manager of THE CAMPUS. Now is a good time to try for either the editorial or business staff.

Oak Hall is certainly represented in verdant freshmen. Two of the above type tried to attend the reception given by the faculty to Dr. Fellows Wednesday evening, but returned early. The seniors were mistaken when they told them they would be welcomed.

Prof. Rogers delivered an illustrated lecture on his trip through Scotland and England to the Orono grange one evening last week.

Quite a good deal of interest has been taken concerning the place of holding the Junior Prom. After hearing the report of the committee upon the matter, the class voted to have the Prom at Bangor, March 7, as in previous years. The committee upon arrangements was chosen with power to choose their own chairman, also floor manager and aids. The committee consists of the following: R. C. Mullaney, P. D. Simpson, B. W. Goodwin, C. Dorticos and E. G. Hartford.

R. L. Cooper, '03, has been confined to the house on account of sickness.

The faculty were entertained at a banquet given by Dean Gardner of the Law school on Friday evening, Jan. 24. Dr. Fellows was present.

Quite a number of the students are taking dancing lessons. Plans are being made for a dancing school in the near future.

H. W. Chadbourne will represent H. R. Durham of Waterville, dealer in senior caps and gowns, and is prepared to rent caps and gowns at reasonable prices.

At a meeting of the junior class, Jan. 14, it was voted to have the pictures taken at Chalmers's, Bangor. All juniors are requested to have pictures taken at the earliest possible date, if they wish to see that 1903 *Prism* out early.

A few sophomores who managed to escape the examinations spent the past week at their homes.

A few grinds for the *Prism* have been passed in and some interest is being taken along that line but there is chance for more. Come, get even with that fellow who roasted you last year!

A certain fresh freshman attended a reception and ball in Bangor recently attired in full uniform. To make matters worse he succeeded in palming himself off to several of the young ladies as a senior of the U. of M. who held about all the college honors the combined senior class can boast. Talk about hazing as a barbaric custom when such a freshman as this is allowed to dwell in peace in Oak Hall.

The military reception and ball is attracting quite a lot of attention just at present. The news that Gov. Hill and staff is to be present makes an added interest in the affair. A little hard work at this time can make this dance one of the best ever given in Orono. The date of the ball is Feb. 21.

With a dancing school, athletic association dances, military ball and junior promenade within the next few weeks everyone should get his or her fill of dancing.

A pleasant meeting of the Ktaadn club was held Thursday evening, Jan. 23. Prof. J. N. Hart gave an interesting lecture on astronomy to the members and ladies who were present.

Prof. J. H. Huddilston delivered a lecture in Brewer on Jan. 28. The lecture was on Florence, Yesterday and Today, illustrated with stereopticon views.

R. A. Webster, '05, has returned to college after teaching a successful term of school in Levant.

An informal meeting of the Penobscot County Association of Congregational Ministers was held Jan. 25, in Bangor. Interesting papers were read during the evening by several of the members, including Prof. M. C. Fernald.

Quite a large number of new men are arriving on the campus to take up the short winter courses in agriculture and dairying.

The marriage is announced of W. H. Robinson of the Law school and Miss Gertrude M. Ellis of Bangor. The marriage occurred some time ago in New Hampshire but was only recently made public.

Carl Woods, '05, has completed a successful term of school in Unity.

The skating on the Stillwater is very tempting at present; it is rumored that even some of the outbuildings belonging to J. P. Spearin took a skate on the river a few nights ago.

At a meeting of the sophomore class, Jan. 23, a class cane was chosen and Karl B. Porter appointed manager of the sophomore basket ball team.



There has been a seemingly peculiar rule adopted at the University of Vermont, namely: That a man cannot wear a "V" on his sweater that he has worn the year before. This, it seems, would put quite a damper on athletics.

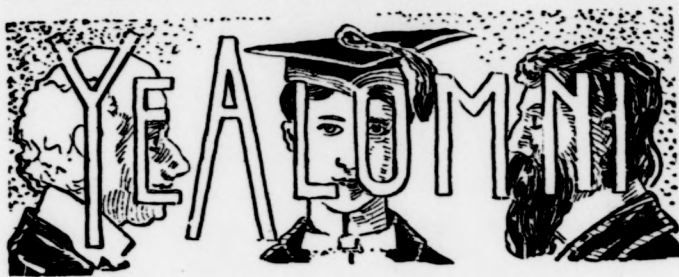
A large loving cup has been presented to William Morley, captain of Columbia's football team, in appreciation of the work he has done.

The executive committee of the U. of P. Athletic association is contemplating the flooding of Franklin field for ice hockey.

Girard college has the largest endowment of any American college, having \$15,250,000.

A new sophomore society, the Sund and Shield, has been formed at Tufts with 11 charter members.

There is soon to be started in Boston a new woman's college, to be known as the Simmonds' Female college. Its object is to afford training similar to Boston Tech.



'87.

Among the recent events of interest in local business circles may be mentioned the removal of James D. Lazell, representing the Plunger Elevator Co., of Worcester, Mass., from the Stephen Girard Building, where he has been located for several years past, to new quarters at 805 Penn Square Building, 1416 and 1418 S. Penn square. In this connection it is also worthy of note that elevators of the "Plunger" type have been installed in the new Penn Square Building and are giving the utmost satisfaction. The Plunger Elevators are growing in favor as their merits become more generally known, and there are now more than a thousand of these modern machines in daily use in various sections of the country. The "Plunger" is conceded to be the smoothest running elevator for fast passenger service, and the most durable for heavy freight work, its principal elements of superiority being safety, simplicity, economy and durability. Parties interested in the elevator question may obtain full technical information upon application to James D. Lazell, 805 Penn Square Building.

'96.

Paul D. Sargent of Machias has been promoted from civil engineer on the W. C. R. R. to engineer of maintenance of way on the same. His promotion became effective Jan. 1. Mr. Sargent was a graduate of this institution and has many friends here.

Ex-'97.

George Haley has been appointed teacher in mathematics and sciences in the Military academy, Tokio, Japan. His address is 30 Tsukiji, Tokio, Japan.

'98.

George A. Smith is inspector for the Consolidated McKay M'f'g Co. of Beverly, Mass. This position he has held for two years.

George W. Lawrence is test expert with the General Electric Co. at Schenectady, N. Y. His address is 306 Lafayette St.

H. P. Merrill is an electrician in the U. S. navy yard at Boston and has charge of the generators and switchboard at the new power station.

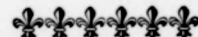
Lt. Dana T. Merrill, Co. A, 12th infantry, is at present campaigning in the island of Samar, being second in command of the first battalion of the 12th infantry.

John W. Dearborn is assistant chief draftsman with the Winchester Repeating Arms Co. of New Haven, Conn.

Ex-'99.

Ralph H. Rockwood of Waterville, formerly connected with the various railroads in Maine and Ontario, has joined the engineering force of the Pittsburg, Shawmut & Northern railroad.

On Wednesday, Jan. 22, Fred W. Annes and Miss Carrie F. Tobey were married at the home of the bridegroom's parents in Bath. For the past three years Mr. Annes has been engaged as draftsman for the Hyde Windlass Works where he is at present employed. The newly married couple will begin housekeeping at once in their new home, No. 41 Western avenue, Bath, Maine.



Y. M. C. A. NOTES.

The Student Department of the International Committee was represented at this institution, Jan. 23 to Jan. 25, by Edward C. Carter, general secretary of the Harvard University association. The special meeting at which he spoke was attended by a large number of the students.

His special mission here was to explain more clearly than could be done by circulars the

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value of the great International Student Convention, to student associations.

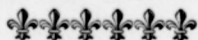
This convention will be the Fourth International Convention of the Student Volunteer Movement for Foreign Missions, and will be held at Toronto, Canada, Feb. 26-March 2, 1902.

The objects of this convention are: (1). To bring together at Toronto representative delegations of students and professors from all important institutions of higher learning in Canada and the United States, and leaders of the missionary enterprise, both at home and abroad, for helpful association and conference. (2). To consider unitedly the leading problems of the world's evangelization. (3). To gain inspiration and a vision of the missionary possibilities of the church. (4). To pray and earnestly resolve to enter with greater consecration upon the work of extending the kingdom of Christ among the non-Christian nations.

Some of the ablest missionary speakers of North America and other lands will address the convention at the five evening sessions. These addresses will picture and emphasize the needs of the non-Christian world today as well as the principles underlying the missionary enterprise. Addresses and exercises for the deepening of the spiritual life will be given a prominent place on the program. Judging from the past this will be one of the most helpful features of the convention.

The Toronto convention promises to be the greatest student gathering ever held. It will bring to each institution the best experience and methods of missionary workers in over four hundred other institutions of the United States and Canada.

The University of Maine will doubtless be represented at the convention.



MILITARY.

The military department is receiving many good words of praise for the grand showing

made at the last dress parade. It is our intention to give our readers a brief history of the military department since its organization at the U. of M.

Drills for the freshmen began on the first day of October and for the sophomore, the first of November. Since that time but an average of 16 drills have been given to each company and it will be some time as yet before the department is all in running order. Gen. Runkle labored under some difficulties on his arrival on account of the period that had elapsed since there was a military instructor at the university. It was not long, however, before three companies had been formed and each company was having a drill every third day. This is not time enough for any man, who has never had any previous instruction, to be a well drilled cadet but all of the students have applied themselves to the best of their ability and it will not be long before the cadet battalion is in good condition.

At the present time, the cadet battalion is divided into three companies, each under the direction of a captain who superintends drills and gives instruction to the privates. The total enrollment of the battalion is 241, of which 220 answered to the roll call at the last dress parade, which was held in the drill hall on Tuesday afternoon. The only students who are excused from military training, are those physically disabled, and the members of the musical clubs, which are holding rehearsals at this time of the year.

The drill hall has proved to be entirely inadequate for the battalion to manoeuvre in and when battalion drill is held, each company has been obliged to drill at separate times. When the season comes and the battalion can get out of doors, the improvement of the battalion drill will be much more marked and the difficult movements which have been taught the men, can be done to perfection.

The cadet band, which was organized early in the season, is making rapid progress and ap-

pears at each dress parade. The band is now composed of 16 men and considering the small amount of time that has been put into the work it makes an extremely good showing. A signal corps will be organized in the near future and will begin practice as soon as outdoor work is possible.

The University of Maine is a state institution receiving aid from the United States, and is governed under laws of Congress and of the Maine legislature.

The act of Congress known as "The First Morrill Act," approved July 21, 1862, provides "That all moneys derived from the sale of the lands shall constitute a perpetual fund, the interest of which shall be inviolably appropriated by each state, which may take and claim the benefit of this act, to the endowment, support and maintenance, of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may prescribe, in order to promote the liberal and practical education of the industrial classes."

By an act of her legislature passed and approved in 1863 the state of Maine accepted the trust created by the First Morrill Act, and by an act of her legislature passed and approved in 1865, provided, "They" (the trustees) "shall as soon as may be, arrange and make known the several courses of instruction which they will undertake at the outset of the college, and shall enlarge and improve the same whenever practicable, subject to the limitations prescribed by Congress."

The act further provides, "Military tactics shall be taught during some suitable part of each year, to all the students, and they shall be required to form and maintain such habits of obedience and subordination as may be useful to them if called into military service."

In pursuance of the above acts a cadet corps

was established at the University of Maine, then the Maine State College, soon after the act of 1865, as approved by the state legislature was put into operation. — Soon after opening the college, or in 1869, an instructor in military tactics was engaged by the trustees. Then no regular officer of the United States army was appointed by the President of the United States as is done at the present time. The instruction at first was not regular and up to 1882 no regular United States officer had been detailed to the position.

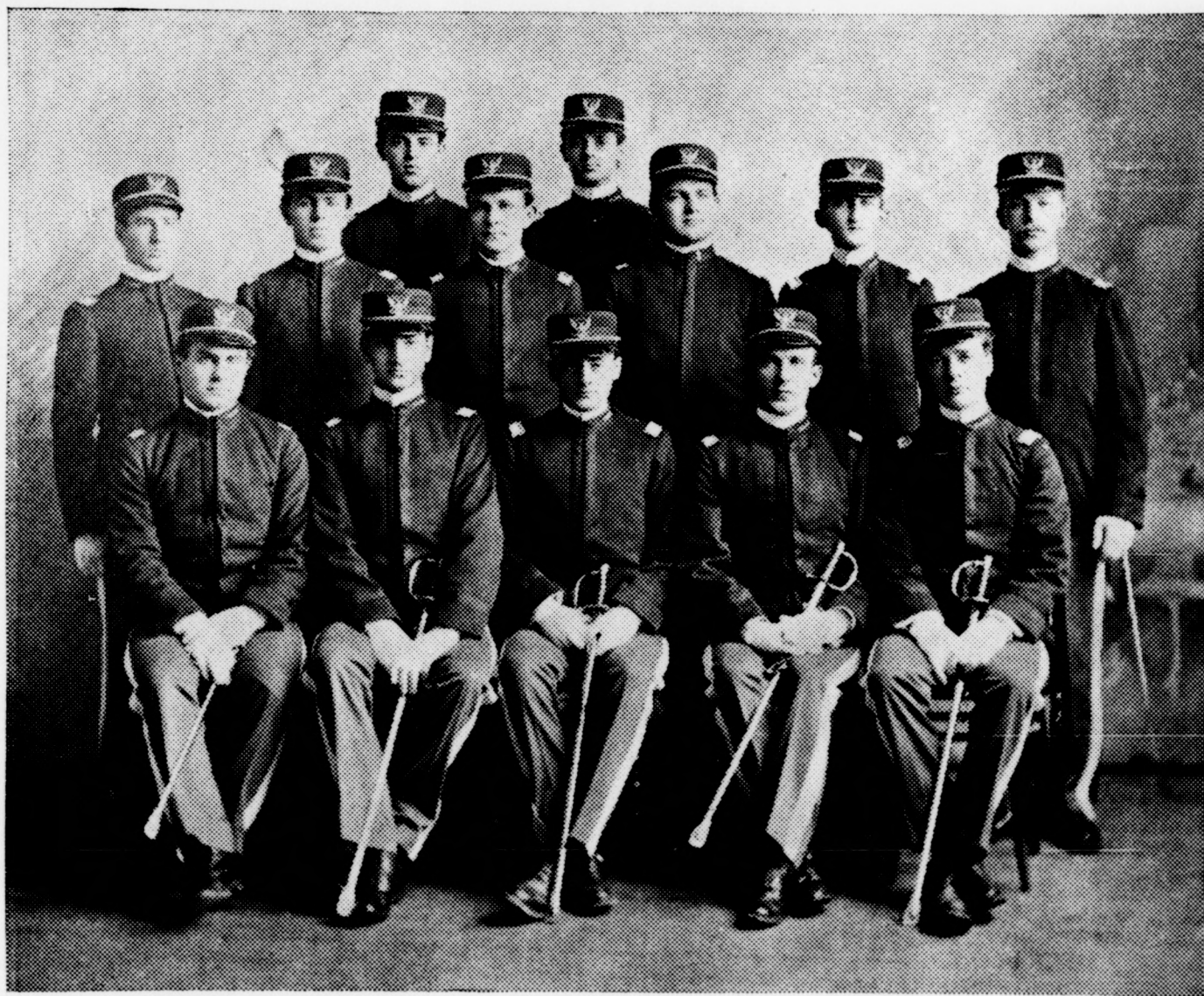
Capt. Henry E. Sellers of Bangor was the first man to go to the Maine State college and give the students military instruction. Capt. Sellers was a veteran of the Civil war, and gave the then green cadet battalion its first real knowledge of military affairs. Capt. Sellers did not have regular hours for the drill but went to Orono once or twice each week and besides that the battalion had regular drills under its officers.

Capt. James Dean of Bangor, also a veteran of the Civil war, was the next military instructor. He came to direct in the spring of 1870 and remained about two years. Drills at this time were also at great intervals and it was found almost impossible to gain much headway with the cadets.

Several years later, Prof. Winfield S. Chaplin came to the college to take the chair of modern languages and mechanics. Prof. Chaplin had graduated from West Point in the class of 1870.

After Prof. Chaplin left Francis S. Hills, also a member of the faculty, was appointed military instructor, together with the instructorship of modern languages.

Mr. Hills was succeeded by Allen E. Rogers, now professor of civics and history at the University of Maine, but then an instructor in modern languages. Prof. Rogers assumed the direction of the cadet corps for some two years and was retired from that duty at the time when



COMMISSIONED OFFICERS.

the President appointed a regular army officer in 1882.

Following are the officers of the University of Maine cadet battalion for the present year: Staff officers, Edwin S. True, chief, with rank of major; P. H. Mosher, ordnance officer with rank of captain; Roy E. Russell, chief signal officer with rank of captain; F. S. Douglass, sergeant-at-arms.

Field officers, W. H. Eldridge, major; Fred Collins, captain and adjutant; Roderick E. Mullaney, sergeant major; A. C. Lyon, E. J. Bartlett and A. F. Wheeler, captains; F. E. Pressy, J. C. Warren, E. A. Porter, first lieutenants; R. M. Conner, F. C. Hartford, and P. D. Simpson, second lieutenants; B. W. Goodwin, H. V. Sheehan, and H. A. Smith,

first sergeants; R. J. Cooper, C. E. Everett, V. E. Ellstrom, H. R. Crocker, H. G. Whitney, W. H. Rastall, M. C. Miles, I. E. Treworgy, P. H. Harris, F. McCullough, J. R. McCready and O. L. Goodridge, sergeants; S. C. Dinsmore, color sergeant; H. F. French, R. C. Davis, C. W. Lewis, H. K. Rogers, C. W. Stone, A. R. Towse, R. H. White, S. B. Crabtree, C. A. Loud, H. M. Soper, C. Dorticos, S. J. Foster, T. E. Leary, A. R. Benner, L. M. Coffin, W. L. Cole, T. C. Herbert, W. M. Tate and L. A. Johnstone, corporals.

S. P. Graves, principal musician with rank of sergeant; K. A. Sinclair, chief trumpeter with rank of corporal.

At intervals of about one month the battalion is assembled in the gymnasium for battalion drill and dress parade.

When a dress parade is held, it is impossible for the whole battalion to drill at one time. So after forming the companies, and going through the usual formalities of preliminary drill, two of the companies are marched to either end of the hall, while the center is left for the third company to manoeuvre. Each company is given its turn to show the members' knowledge of tactics, and difficult movements are executed under the leadership of the captain.

Just before the Christmas vacation the first dress parade of the year was held. Between that time and the time of the dress parade of this week the members of the companies have showed marked signs of advancement under the careful supervision of Gen. Runkle, commandant of the battalion.



WHAT CONSTITUTES AN EDUCATION.

Education is the act or process of educating. It is also the result of educating in knowledge, skill, or discipline of character. To the teacher it is something to be bestowed upon the learner. To the learner it is something to be received, and after its reception it becomes a possession.

Education is instruction; but it is something more than instruction. It is instruction to impart facts to another; but education not only imparts facts but explains the relationship of such facts to each other, and also their relationship to facts previously in the possession of the learner.

Education commences very early in life and comes to us from a great many sources. Few of us can remember when we learned to talk, or when we first learned to respect a stove. Education is received first hand from nature; we receive it second-hand from our human instructors. We learn from the sunshine, the storm, the winds, the tides, the seasons, the forest and the desert. We learn from the lower animals. We admire the strength of the elephant and the lion, the grace of the deer, the cunning of the fox, and the beauty of the peacock. I once

knew the despised mule to impart facts to one ignorant of its peculiarities, that were of real value to him in after life.

Education consists not only in learning a great number of facts, but in learning the relationship of all these facts to each other.

Then there is true education and false education. We may be told that there is a city of Boston and a city of Quebec, which would be true. But we may be told that Boston is north of Quebec, and thus become victims of error regarding the geographical relationship of the two cities. Thus we see it is as important to learn the correct relationship of facts to each other as it is to learn the facts themselves.

When we learn facts and their true relationship to each other, then education becomes knowledge. There may be false education, but there is no such thing as false knowledge.

False education is always dangerous. Had the mule, above referred to, allowed the ignorant one to depart without impressing upon him the facts alluded to, the young man would have gone away with a far more favorable opinion of the mule, but with less knowledge, and might have remained in ignorance until a larger and stronger mule had instructed him with possibly disastrous results. And if the person misinformed regarding the direction of Boston from Quebec should proceed north from the latter city expecting to find Boston, it would be at the expense of much annoyance and money, that he would finally come to a true knowledge of the geographical relationship of the two cities.

So it is important that we should first be sure we have the facts, and equally important that we should know the correct relationship of the facts to each other.

A relationship exists between the stars in the heavens, between the sun and its planets, between the different planets, between the mineral and vegetable kingdoms, between the vegetable and animal kingdoms, between the different nations, between people of the same nation

and between the different members of the same family. A relationship exists between the citizen and the state for organized society, between the different social strata of society, between the rich and the poor, between society and the criminal, between capital and labor, between the wages of labor and the effective demand for the products of labor, between the profits of capitalists and the army of the unemployed, between the bank account of the capitalist and the wages he pays his employees, and between freedom and slavery.

A relationship exists between the contents of a person's pocketbook and the amount of freedom he enjoys between the private ownership of capital and the unconquerable slum, between monopoly and tyranny, between commercial ethics and Christian ethics, in fact, relationship exists between all parts of creation, and a complete and correct education would be a knowledge of the relationship of all parts of creation to each other.

Education is the basis of art.

The art of reading is based upon a knowledge of the relationship of letters to sounds. The art of computing is based upon the knowledge of the relationship of numbers to each other in their various combinations. The art of mechanics is based upon the relationship of the different kinds and forms of matter to each other. The art of painting is based upon the knowledge of the relationship of colors to each other. And the art of music upon the knowledge of the relationship of sounds to each other.

The art of adulterating food and clothing is based upon the knowledge of the relationship of the commercial standard of ethics to a correct standard. Commercial ethics tolerates adulteration and other familiar rascalities while Christian ethics does not. The art of lying has the same basis as the art of adulterating food.

Any act, like adulterating food, putting shoddy into cloth, paying less than an equivalent for service received, publishing misleading ad-

vertisements, lying, etc., when tolerated by society, may be said to conform to the accepted standard of ethics. The standard of that tolerates, or is consistent with the above mentioned acts I call commercial ethics, because it is the standard upon which our commercial system (the production and distribution of wealth) is based.

Christian ethics is inconsistent with food adulteration, is inconsistent with the insertion of shoddy into clothing, is inconsistent with the act of paying less than an equivalent for service received, is inconsistent with publishing misleading advertisements, is inconsistent with lying.

Profits in business are entirely inconsistent with Christian ethics. Yet our industrial system is based upon profits. Hence our industrial system antagonizes Christian ethics.

Ethics is the science of human duty. Christ is the great expounder of that school of the science of human duty known as Christian ethics. I cannot see how a person can be a Christian and oppose the Christian school of ethics. And I cannot see how he can defend the Christian school of ethics, without opposing the present industrial system which is based upon commercial ethics.

When a cell in the human body ceases to return to the body an equivalent for what it receives from the body it begins to enlarge (swell) and the surrounding cells shrink. The cell cannot enlarge except it receives more than it pays, and can only enlarge by the excess (profits) of what it receives over what it pays.

If the process continues the capitalistic cell will continue to enlarge, it changes in color and character, it sends out roots and taps all the blood vessels within its reach, and the really useful cells in that vicinity starve while the capitalistic cell continues to grow until finally a cancer exists that threatens the life of the whole body.

The same happens in the social organism. When an individual in the social organism

ceases to return an equivalent to the organism for what he receives from the organism he begins to swell (financially) and the cells (men) about him who receive less than an equivalent for their service begin to shrink (financially) and the capitalist by gaining control of the means of production and distribution, taps the blood vessels of commerce and draws nearly all the nourishment in the social organism (products of labor represented by money) to himself, and the really useful cells (people) starve. The capitalist continues to absorb and grow, and his character changes and we have a social cancer that threatens the life of the whole social organism.

Christian ethics, if made the accepted standard of human duty, would produce and continue a healthy and happy social organism (country), while commercial ethics produces social cancers at one end of the scale and starvation, and physical and moral deformity at the other.

Commercial ethics will cause a loathsome and miserable existence for any country that accepts it, and will surely bring that unhappy country to a speedy and disgraceful death.

Christ understood this and He gave to the world a system of ethics that will, when accepted, make for the people accepting it, a heaven upon earth.

Christ did not come to earth for the purpose of dying for man. He came and gave us a perfect system of ethics. His dying was not what He did for us, but what *we* did for Him. What He did for us was to teach us, and His saving will come when we accept and act upon His teaching. His dying saved nobody—*we* attended to that.

The art of statesmanship is based (or should be) upon the knowledge of the relationship of the different parts of the social organism to each other. The science which treats of these relationships is political economy—the most abused science in the world.

There are two schools of political economy.

The first is based upon commercial ethics, the second upon Christian ethics. The present system of industry is based upon commercial ethics. Socialism is based upon Christian ethics. And here I wish to say that any one doubting this statement is invited by me to present his side of the question in an article in *THE CAMPUS*. I decline, however, to discuss the merits of the two systems (capitalism and socialism) with any one who does not understand socialism.

Explaining how capital and labor is used, in the present capitalistic system, in making profits for the owners of the capital without considering the moral questions involved, and without explaining the certain ultimate effect, upon a nation, of basing its industrial system upon commercial or capitalistic ethics, is not teaching political economy.

Political economy has thus far been taught in our colleges, much as one might tell how a burglar forced entrance to a house, robbed it, and retired with his booty. Moral questions involved are ignored.

I was taught, in college, to distinguish between capital and other forms of wealth and this was really valuable. We were told how capital could be used for the purpose of extorting value from the laborer without returning an equivalent, but we were not taught that any principle of justice, morals or Christian ethics would be violated in the process. We were simply taught how the trick is worked, much the same as we might be taught to break and enter a house and walk off with what we could find there.

I will speak of a few of the things we were not taught:

We were not taught that in private capitalism it is impossible for the effective demand for commodities to equal the supply. Yet it is easy of demonstration.

We were not taught, that under capitalism a surplus, for which there is no demand, must necessarily appear, nor were we taught that

this surplus caused the discharge of laborers and thus still further lessened the demand for the surplus. Some things were taught us in reference to sending our surplus products abroad, but it was not explained how it would be possible for *all* nations to send their surplus abroad.

It was not explained that tremendous inequalities of wealth have always been contemporaneous with, and a necessary adjunct of, national deterioration and decay. Yet history proves this to be true.

No, the old political economy was ridiculously insufficient in its scope, and based upon a false ethical code. It had no soul. It did not explain that production was primarily to supply the needs of human beings, and thus produce a splendid crop of noble men and women; but instead of this it was taught that production was for the purpose primarily of producing profits for the private owners of the means by which the people live. In other words, Christian ethics was carefully (I would prefer to say carelessly) excluded.

And this seems more strange when we consider the pains taken in those college days to compel the attendance of the students at church.

That system of ethics embodied in the teachings of Christ cannot be thrust forcibly aside, and the ethics of commercialism (capitalism) allowed to usurp its place, without grave danger to the human race.

In the study of political economy it is important, not only to the learner but to the human race, that *facts* should be learned, and also that the true relationship of these facts to each other, and to the welfare of the human race, be *clearly traced* to the end that young men, soon to come into their national inheritance, and upon whose shoulders the burden of statesmanship will rest, may be so equipped that they may bestow blessings upon the people, and aid in the elevation of the race.

S. M. Jones, '76.

MAINE 25; BANGOR Y. M. C. A. 2.

On Friday evening, Jan. 17, the first game of basket ball played at the University of Maine was contested. Although it was rather one-sided, it was an interesting and clean game. The result was rather a surprise to the Maine boys, as the Bangor Y. M. C. A. team was considered to be a good one. The Bangor men failed to score from the field and were on the whole outplayed. One thing must be said in their behalf and that is the gymnasium was much larger than the one they were used to playing in. There was a fairly good sized crowd, considering the other attractions. All the Maine boys played well.

The work of Ellstrom in throwing goals was particularly good, and with hard work the team should make a very good showing considering it is their first season. The lineup:

U. of M.	Bangor.
Dorticos, l. f.	l. f., Field
Soderstrom, r. f.	r. f., Snow
Ellstrom, c.	c., Wallser
Curran, l. b.	l. b., Hewes
Haley, Bearce, r. b.	r. b., Mutty

Goals, made by Soderstrom, 3; Ellstrom, 4. Goals from foul, Ellstrom, 4; Field, 1; Snow, 1. Free tries missed, Snow, 4; Field, 4; Ellstrom, 1. Referee, Foss. Umpire, Huntington. Timer, Jones, U. of M., and scorer, Emery, Bangor. Score, U. of M., 25; Bangor Y. M. C. A., 2. Time, 15 min. halves. Attendance, 150.



MAINE 18; SEMINARY 17.

On Saturday evening, Jan. 25, the U. of M. lined up against the Theological Seminary team from Bangor, in the Y. M. C. A. gymnasium. The gymnasium was very small and strange, and the Maine boys were under a disadvantage. The umpiring was not of the best and the collegians got the worst of the bargain. The refereeing by Mr. Foss was all that could be de-

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sired. The game was a very rough one and many fouls were called on Maine, very often when the umpire did not know what he was calling them for. One funny incident occurred which showed how eager the umpire was to call fouls. Two Maine men were scrambling for the ball on the outside with no Bangor man within twenty feet when the umpire blew his whistle, and called it a foul on Maine. The Maine boys all played well but the work of Dorticos was commendable. For Bangor the feature was the goal throwing from the foul line by Bowlby. The lineup:

U. of M.	Seminary.
Dorticos, l. f.	l. f., Bowlby
Huntington, r. f.	r. f., Thorpe
Ellstrom, c.	c., Hawkesworth
Curran, l. b.	l. b., Boltzer
Soderstrom, r. b.	r. b., Campbell

Goals from the field, made by Dorticos, 4; Huntington, 1; Soderstrom, 1; Thorpe, 1; Bowlby, 1. Goals from free tries, Bowlby, 11. Fouls called, U. of M., 14; Seminary, 7. Referee, Foss. Umpires, Peterson and Anthony. Score, U. of M., 18; Seminary, 17. Time, 15 min. halves. Attendance, 250.

BOOK REVIEW.

Songs of the Eastern Colleges, price \$1.25. Hinds & Noble, publishers, New York City.

Of the recent musical publications which have been brought out by Hinds & Noble, none should attract more attention than the one which has just come to our notice, *Songs of the Eastern Colleges*. In this volume have been gathered together not only the typical songs, but also the most popular of all the eastern colleges. The book contains in all about one hundred and seventy songs, all of them admirably arranged for male voices. There is no college graduate in the east who cannot find in this book, songs which will recall to his memory his undergraduate days at his alma mater.

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