

# The Irving Literary Gazette.

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NO. 5.

## COMMENCEMENT.

Perhaps the most successful and pleasant commencement week ever held at Western Maryland College closed yesterday. The clouds, which had hung like a heavy drape in the heavens throughout the week, seemed, in honor of the day, to vanish, and the sun shone forth in all its splendor, not only making all nature bright and gay, but also bringing joy and gladness to those who were to embark on the sea of life. Long before the hour for the exercises the pavilion was crowded with visitors and friends of the graduates, who were entertained and enlivened with the music furnished by the Westminster Band. The graduates at the appointed hour marched from the College to the pavilion, and took their places in order upon the platform, amid flowers and the smiles of friends. The Rev. W. S. Hammond, President of the Maryland Annual Conference, opened the exercises with prayer, and after music by the band Rev. J. T. Ward introduced Mr. Wm. E. Roop, the male salutatorian, who, under the head of "Development, Its Multiplicity of Requisite Factors," delivered a masterly oration. "Withered Flowers on the River of Life" was the subject of Miss Nellie H. Sappington, the female salutatorian. Mr. E. T. Mowbray delivered the first oration, "America's Hope," and Miss Lenore O. Stone the first essay, "No Excellence Without Labor." The second oration, "Misapprehensions of Constitutional Liberty," was delivered in excellent style by Mr. B. A. Dumm, and the second essay, "Beneath the Surface," by Miss Jennie F. Wilson; third oration, "Sermons in Stones," by Chas. M. Grow, Jr.; third essay, "The Aroma of Noble Deeds," by Miss Minnie E. Stevens; fourth oration, "The Philosophy of Failure," Geo. C. Erb; fourth essay, "Roses and Thorns," by Miss Emma L. Reaver; fifth essay, "The Development of Home," by Miss M. Lizzie Thompson. Miss Edith Richards, who stood high in her class, but was not allowed to compete for honors as she entered the Senior Class, thus remaining but one year at College, read the last essay, "Congenial Associations."

The following degrees were conferred:

The degree of Bachelor of Arts was conferred upon the entire class. The degree of A. M. in course was conferred upon Miss Annie R. Yingling, '71, of Baltimore, and Misses Jessie Smiley, Carlisle, Pa.; M. Agnes Lease and Lillie M. Keller, Frederick county; Mrs. Nannie James Cuddy, Harford county; Messrs. R. L. Linthicum, Dorchester county; Messrs. H. Schaeffer, Westminster; Alonzo L. Miles, Somerset county; Revs. M. Wilson Chunn, Minnesota; William W. Dumm, Frederick county; Joseph W. Kirk, B. D., Crisfield; Smallwood C. Ohrum and Jesse W. Norris, of Virginia, and all of the class of '83. The degree of A. M. *honoris causa* was conferred upon Mr. Edward Reisler, of Union Bridge, Md., and the degree of D. D. *honoris causa* upon Rev. George Nestor, of West Virginia, and Rev. A. H. Trumbo, of Ohio. The diplomas, medals and degrees were given this year for the last time by Rev. J. T. Ward, D. D., the venerable president of the college, as his resignation goes into effect from this time, and he will be succeeded by Rev. T. H. Lewis, D. D., of Westminster.

## VALEDICTORY.

Miss Stevenson, the valedictorian of the ladies, spoke as follows:—

The last sands are falling from the hour glass, the clock strikes twelve and the class of '86 is standing on the threshold of its college career. At the rising of the morrow's sun another life will rise before us, not as books, lessons, and school-life trials, but life in earnest. No longer can we speed away the gay, gladsome moments in merry childish pleasures, but in earnest trial, earnest toil and real joy. In the past we have sped along so smoothly, so gently not a ripple breaks the monotony of school-days, the repose of the deep, but beneath the apparent quiet there is a surging tide, and it is upon this we are launching to-day; but ere we loosen our anchor, ere we wander from our Alma Mater we turn to give you the parting word, our final farewell—not as to a passing stranger, but to friends and teachers tried and true. As we cast our eyes over this audience many pleasant faces greet us; some are dear to us, others strange, yet all seem to wish us well. Many have stood where we stand to-day, and only those who have can understand the feeling of sadness which comes over us as we behold for the last time these scenes so familiar, so dear to us, and around which hover hallowed memories as white-robed saints. A few hours and this merry assembly will be scattered, never again to reunite; some vacant place will speak to us when we come again, but such is life, only a moment and we haven't time to pause. By the decree of fate the unhappy lot has fallen to me to speak to you the parting words. Unhappy did I say? Yes; the most unpleasant experience of my college life to say to you all, in the name of the class of '86, "Farewell!"

Dear old College, you first call our attention. We come with our final greeting. There is not a room within your walls but what holds some thoughts, some memory, sweet yet sad as it comes to us to-day. Your grove, your trees, your flowers, all recall to our mind some happy moment, and you all teach us that life could not always be as it has been during our happy schooldays. Farewell, gentlemen composing the Board of Trustees! Strangers you may be, yet your interest in our welfare has been shown. You have had the foundation for noble lives. If we have performed our duty while in those college walls your work is completed, ours is begun, and in speaking to you the parting word we wish that you may continue your good government, and that by more diligently applying themselves our schoolmates may display more forcibly than we have the endowments this College must bestow, and may you ever continue your grand enterprise. Farewell, our beloved President, the father of this grand family; you have nobly performed your work, and although you to-day, as do the Class of '86, sever the ties that bind you directly to Western Maryland College, I know not a more sincere and earnest worker for it could ever be found, and I speak the wish of my classmates when I say may our Father in Heaven ever bestow upon you his richest blessing. This is our parting benediction—Farewell! Respected Faculty, oftentimes in our assumed wisdom have we condemned your actions and pronounced them as unjust and wrong. Now, although too late, we realize

our mistake, and allow me in the name of the Class of '86 to thank you for untiring efforts and kindly-felt interest in behalf of our success during all these years. Some of you go to another field of labor the coming year. When we meet again we shall miss you, but where'er you be may prosperity ever attend you, is our wish as we say to you farewell. Schoolmates, you think we are happy as we appear before you to-day for the last time—happy that the sun of our schooldays is slowly but surely sinking to rest—but not to rest, but only to appear on the morrow for a nobler and higher work. Our brief but pleasant companionship is ended, and in the words of another we say: "You are now writing the introduction to your life's grand story; pen it with care, for lest the prelude be of interest the sequel can only be a void." That you may profit by the mistakes of those who have preceded you is our earnest prayer as we say farewell.

Classmates, our moments are numbered. No more meetings, no more greetings. School is done for you and me, but we will not forget these happy days. Memory will hallow them with her presence, and though we part there still will live

Old friendships, joys and pleasures—  
Some careless thought will call them back,  
These closely-guarded treasures.

Now as we take the parting hand we'll promise only pleasant memories of our schooldays. All the unkind thoughts of the past we will bury in oblivion, and brave them in silence and darkness, laying 'mid our falling tears one olive leaf, thinking how differently, how vastly different "It might have been." Kind friends, you have cheered us by your presence to-day. For this we heartily thank you, and wish for you only pleasant recollections of the occasion—the commencement day of the Class of '86, Farewell. And now, honored Trustees, beloved President, respected Faculty, schoolmates, classmates and kind friends, we again thank you for your interest, and in parting extend to one and all a kind adieu. Farewell, kind friends, farewell!

L. M. Bennett, the male valedictorian, was then introduced by President Ward, and spoke as follows:

## WHAT IS NEEDED.

In the course of his remarks he said:

Mediocre powers ranged under the leadership of a dauntless and intrepid purpose will far surpass in actual achievements and victories in the great earnest conflict of human life brilliant endowments put into action by and under the control of a weak and vacillating will power.

If experience has taught anything which is beyond all dispute, it is that defeat and failure are not owing to a lack of power to achieve success. This in the vast majority of cases is present and complete that, however which is needed, the absence of which entails defeat is that inner quality, energy, by which this power is set in motion and regulated. Failure to attain success cannot be attributed to a want of ability to succeed. The Creator has given to every man a certain power transcending all others. One naturally is qualified to be a mechanic, another a physician, another a framer of laws, another a follower of the

legal profession, another a minister of the Gospel. A careful examination of the capacities of all men will show that each is possessed of a particular faculty more powerful than all others, and along the line of this faculty can success, rightly regarded, be attained. We therefore conclude that it is within the reach of all. There can be but two principal causes of the fact that so many fall so far short of it. Either the wrong occupation is selected, one not adapted to the special ability of him who in pursuing it, or the right one being selected, is pursued with insufficient zeal and earnestness. Comparatively speaking, the former is rarely the case. Generally, the one special faculty is so prominent as upon proper consideration to be clearly discerned by him who possesses it. Consequently failure in the vast majority of cases is to be attributed to insufficient zeal and earnestness, a weak and wavering will, a lack of continuity of purpose.

His concluding remarks were: Success never yet came unsought, unbidden to any one; and he who expects to attain it must be willing in the face of all opposition, in spite of all the interventions antagonistic rivals may contrive, to work and toil with a view to achieving it after many years of unseen labor.

## VALEDICTORY.

It has fallen to my lot to say farewell. None but those who have been in a similar position can fully appreciate the emotions that are at work in the breasts of those who are about to turn their backs upon their Alma Mater, never to return in the capacity of students. A feeling of mingled sorrow and gratification comes over us as we stand here at the close of our college course. Of sorrow, in that we are on the eve of sundering those ties which for so long a time have bound us to dear old Western Maryland.

The natural attractions of the place, the wonderful beauty of the surrounding landscape, and the healthy and invigorating climate; the brotherly feeling that has existed between us and our schoolmates, our pleasant relations to the Faculty and all those in authority, and to our friends in Westminster and vicinity, all have conspired to make this lovely spot dearer to us than all places beside, home only excepted. And, too, as we look over our conduct while students and see the many opportunities of doing good to others, and of self-improvement, which presented themselves to us and of which we did not avail ourselves, we for the moment wish that we could live again the past four years, resolving to thoroughly discharge every duty.

While indeed all these things combine to make this occasion one of sadness, there are considerations which counterbalance this feeling, and cause us to experience great gratification.

Most appropriately have these exercises been called *commencement* exercises, for just as they mark the termination of our college life, so do they inaugurate our entrance upon the great stage, the world, upon which is constantly waged a mighty struggle for existence and honor and distinction. And now as we stand here with the happy days of school life behind us

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WESTMINSTER, MD., JUNE 18, 1886.

**College Education vs. College Athletics.**

Coming at this time the remarks of *The Independent* on the subject of college base ball and the like are very appropriate:

Now is the time in the different colleges and other educational institutions of the country for the students to give special attention to base ball games in *distant places*, to boat racing, to musical entertainments, far and near, and other innocent amusements. These important matters may interfere somewhat with a proper attention to study, but they should not be overlooked or neglected, for they are "popular with the boys." The old-fashioned notion that all the outdoor exercise that students require can be obtained in the town limits of the college has been exploded. Besides, at these out-of-town boat-races and base-ball matches, considerable money, it is said can occasionally be made by *innocently* betting on the result of these "athletic amusements." That fact, with others still more stimulating, undoubtedly has more or less influence with students. Whether parents desire to have their sons drilled and made experts at college as sporting men, or as scholars and as sober, industrious workers in an honest and faithful effort and preparation for future usefulness, are matters about which they should now, we think, express an opinion. This, it will be seen by those who know what is now going on, is the proper period of the year when the united heads of every family should plainly make known their views and opinions on these important matters. We could, if necessary, illustrate the subject with a few facts which might startle our readers, showing the terrible dangers which constantly surround those who are permitted, unchecked, at home or by college officials, to indulge in the "innocent games and amusements" we have named. "Train up a child in the way he should go and when he is old he will not depart from it." It is doubtful if any such priceless training can be had in the numerous, needless, and harmful indulgences now permitted in most of the colleges of this country.

This is certainly a subject for consideration. Sport is necessary. "All work and no play make Jack a dull boy" is an old adage. It is true too that all play and no work makes Jack a stupid boy. College athletics has a legitimate place but under no consideration whatever should it become the prime factor in college life. Education of the mind and not of the Sullivan qualities is the aim of a college. Base ball is often Latin and Greek's worst enemy, though a very pleasant game for the student.

SOME time since Mr. Mathew Arnold landed in this country. This is Mr. Arnold's second visit to America. On his return to England he wrote an article—his opinion of America—which was one of many good points for America. Whether he was pleased by a well-filled wallet or not who knows? This time he comes to a free country, leaving at home his condemnation of a scheme for the amelioration of many people.

Mr. Mathew Arnold is a man who has won for himself marked distinction as a writer, and he has a reputation that is certainly enviable as Catholic critic, secured doubtless by his own dictum of holding aloof from the practical and controversial and allowing his "consciousness to play freely." After his letter of some little time since on Home Rule we may wonder what kind of "consciousness" it is he permits "to play freely." "Let humanity judge." Humanity is now judging the Home Rule Bill, and is coming to different conclusions from that of Mr. Arnold, whose position is that England will be injured by separation in legislation, and what England needs is good legislation of Ireland by Englishmen. How poetic.

**Our Older Colleges**

have become so expensive as to place their advantages out of the reach of all the rich. Not that their charges for tuition and board are unreasonably high, but there has been growing for many years a tendency to extravagance, in living, dress, furnishing of rooms, &c., which has at last reached a point where the son of a poor man, or of even a moderately well-to-do man, is placed at an embarrassing social disadvantage. To young men of spirit nothing is more humiliating than this; while nothing is more ruinous than to attempt to imitate a style of living neither good in itself nor justified by the purses of their fathers. Western Maryland College holds to the old-fashioned view that an Institution of learning should be a veritable Republic of Letters, characterized by "plain living and high thinking." Why need the citizens of Maryland expend money in sending their children out of the State to be educated, when, for less than half the expense, they can have the benefit of a collegiate training for them at home? Then, again, there is such a thing as a good, wholesome State pride, and what can more honorably or legitimately minister to it than a strong, growing Maryland College?

**No Epidemic—No Death.**

During its existance of twenty years, and with an average attendance of between one hundred and two hundred students annually, there has never been anything approaching to the character of an epidemic in Western Maryland College. Cases of sickness, of any kind, have been few and very rarely serious. What is still more remarkable, and perhaps without parallel, is that in twenty years only one student has died in the college, and he was in the last stages of consumption when he entered. It is certainly a noteworthy fact, deserving

of emphatic and grateful record, that no student of Western Maryland College has ever died from sickness or disease contracted while an inmate within her walls.

**NOTICE.**

Any information regarding THE IRVING LITERARY GAZETTE can be obtained from the undersigned, to whom all communication should be addressed.

P. W. KUHNS,  
Westminster, Md.

By mistake the name of I. G. Micheal was omitted in the list of distinctions for department.

**Commencement.**

[CONTINUED FROM FIRST PAGE.]

and an unknown future before us, we are impatient to be actively engaging in this stern conflict.

This day marks the commencement of a new era in the life of each of us, an era of stubborn conflicts, of bitter defeats and joyous triumphs. For this period we have been preparing ourselves, and now at its dawn we are desirous and anxious to take our places along side of those who are doing the world's work.

Retrospection of the past entails sorrow. Anticipation of the future gratification. But whether the parting be one of pain or of pleasure, farewell must be said.

Mr. President and Gentlemen of the Board of Trustees: Although of necessity we have not been intimately associated together, yet we have ample reason to believe that you have our highest interests at heart since you have placed over us as our instructors such an able and efficient corps of teachers as those who compose our Faculty. For all that you have done for us we extend to you our most hearty thanks, and as we are about to take our departure from the institution over which you have control, we bid you farewell, with the hope that that institution may continue to advance, and one day take its place by the side of the great colleges and universities of our land.

Respected Faculty: No more shall we meet as teacher and scholar and experience the sweet pleasure only to be found in the class-room. We trust, however, that our department has been such that occasionally in coming years it will induce your thoughts to rest upon us, and none but pleasant recollections will present themselves. We shall always hold you in the highest respect and esteem, and shall recall the relations which have existed between us with sincere pleasure. We thank you for having labored so faithfully, regardless of our repeated unwillingness to lend our co-operation in assisting us in the prosecution of our studies and in preparing us to fill positions of rank and distinction. Most unwillingly, therefore, do we say farewell.

Citizens of Westminster: It is with great reluctance that we now change our residence from among you. Many enjoyable hours have we spent in social intercourse around your firesides, and at such times we have experienced those pleasures so dear to all which a college cannot afford—the pleasures of home. You have ever shown yourselves willing and ready to assist us, and have always manifested the greatest interest in our welfare. It is therefore with those emotions which friend feels when he parts with friend that we bid you farewell.

Schoolmates: Harmony, brotherly kindness and christian charity have characterized our actions to one another, and for you we entertain a deep affection. If it be proper for me to offer a parting word of

advice at this time, let me urge upon you to keep in mind constantly that which we so often forget, the great reason on account of which you are at college; not for pleasure, not for ease, but to develop and train those faculties of mind, which, being developed and trained, will enable you to fill positions of preeminence and honor. The time has come when that which distinguishes one man from another is not the clothes he wears, nor the money in his pockets, but the brains in his head. Let, then, everything that you do be done with the improvement of your mental and spiritual selves in view. At the close of our brief sojourn together we bid you an affectionate farewell. And now what shall we say, Doctor, as we come to speak the parting words to you? The ties which bind us to our friends from Westminster, our schoolmates and the members of our respected Faculty are indeed near and dear to us, yet those which join us to you are nearer and dearer than all others. Your kind and gentle disposition, your willingness to counsel us, the great interest you have manifested in us correcting our mistakes and rejoicing in our success and progress, have made our hearts go out to you, and we have learned to love you as a father. Often shall we recall the many pleasant hours spent in your company when we drank in from your lips words of advice and wisdom, and long to experience them again.

Never in the past has the college passed through a time the circumstances attending which were more calculated to surround it with an atmosphere of sadness than those of the present. Eighteen years ago upon this hill Western Maryland College was founded with you as her first President. With no previous reputation to go upon, few friends and less funds, the difficulties in the way of its chief officer were almost insuperable.

Yet, nothing daunted by these you strove with that energy which great obstacles inspire in a man of courage to build her up and establish her upon a firm foundation, and not in vain. Infancy developed into early childhood; early childhood into youth and youth into maturity, all by reason of your exertions in her behalf. And now she is about to loose her dear old father, who can console her in her great bereavement? This is the last occasion on which you will officiate as her chief executive. You are about to lay aside the active duties and great responsibilities of the office which you have filled for so long a time and so well, and retire to less active life. How happy you must feel as you look back upon your long career of usefulness! Regardless of self, but having the benefit of others only in mind, sacrificing your own interests, your whole life has been devoted to God's glory and man's good. O, may your remaining days be many and may they be spent in joy and happiness!

In conclusion, we bid you all, Doctor, Schoolmates, Citizens of Westminster and visiting friends, Respected Faculty and Honored Board of Trustees, a kind farewell.

**Alumni Reunion.**

The concluding exercises of commencement week was held in the College Chapel last evening under the auspices of the W. M. C. Alumni Association. Professor W. R. McDaniel, President of the association presided, and in a neat address, welcomed as members of the association, the class of '86. Mr. E. T. Mowbray, president of the class, responded. Miss Annie R. Yingling, '71, read the annual essay before the association on "Co-education." The essay was a masterly production, and



develop some new facts which strengthened the opinion of all present as to the advisability of the system. Rev. Thomas O. Crouse, A. M., '71, delivered the annual oration as follows:

Mr. President, Members of the Alumni Association and Friends: Mr. Ruskin, in introducing his well-known lecture on "How and What to Read," which had been announced under the somewhat ambiguous title of "Kings' Treasuries," uses substantially the same language: "As I have heard it said by men practical in public address that hearers are never so much fatigued as by the endeavor to follow a speaker who gives them no clue to his purpose, I will take the slight mask off at once and tell you plainly what I want to speak about." Profiting by this suggestion of wisdom and experience, I will not detain you to testify to the sincere pleasure I find in revisiting this spot and in meeting with this association, nor will I undertake to give voice to the thoughts and memories naturally awakened within me by the present occasion. But without further delay I will state the theme upon which, under favor of your patience, I purpose to address you, viz: "The incompleteness of a completed education." The apparent contradictory or paradoxical nature of my subject will not, of course, escape your attention. You will understand, however, that I use the phrase "a completed education" in its popular or conventional signification, as denoting the fact that one has passed through the curriculum of a seminary or college and attained the honor of graduation. In this sense there are at the end of every scholastic year hundreds, perhaps I would be speaking more accurately if I said thousands, of young women and young men coming from the shades of the academy to the responsibilities and duties of life's broader arena with a completed or finished education. The question we raise just here (and it is one every graduate ought to consider) is this: Is the education of these young women and young men completed, brought to a state in which there is no deficiency? Our question relates not to the completeness of the average college curriculum; the course of study prescribed by the colleges and seminaries of to-day has stood the test of a long and thorough trial, and comes to us stamped with the approval of the profoundest scholars and most illustrious educators. There are doubtless modifications and improvements to be made in college curricula that the course of study may keep pace with the progress of society and the developments of science, but I shall leave this task for wiser and more competent men. You need not fear that I am about to weary you with impertinent and immature criticisms of the established system of collegiate education. The question for our consideration is this: Is the work of our education done when our school life terminates and we pass from the guardianship of professors and tutors? Can these schools be expected to round up to completeness the education of the student, and fit him for "all that doth become a man?" These are questions, as before remarked, worthy of the consideration of every graduate; they are questions, too, upon which every college student, and especially every graduate, ought to have clear, just and decided convictions; for a moment's reflection will satisfy us that in the case of each much depends upon the answer he makes to these questions.

For example, if one regards his education an opus perfectum, a finished work when his school-life terminates and accepts his diploma as certifying his claim to this distinction, there will be engendered naturally a sense of superiority and self-complacency, if not indeed an arrogant vanity,

which precludes all effort for further improvement. Every undergraduate is professedly a learner; but according to this conception of a completed education when he receives one of those patents of nobility in the republic of letters, written upon sheepskin, and signed by a college faculty, all need and all incentive to search and study for higher truth and wider knowledge is done away. Very different will be the spirit and purpose of one who recognizes his school-day instructions—however wide their scope—as but the preparation, an essential and invaluable one no doubt—nevertheless but the preparation for the great work of self-culture for the achievement of which in its highest sense an ordinary life-time seems quite too short: he does not rest upon his academical distinctions, nor mistake his elementary knowledge of the subjects embraced in his course of study for erudition, nor fancy that his graduation marks his transition from the character and attitude of a learner to that of a learned man; feeling that he has but laid the foundation of a complete education, he goes forth from the college walls in the noble exercise of self-reliance and with unabated zeal to make life, man and nature contribute each a share of the materials out of which is to be fashioned the imperishable superstructure of a symmetrical and beautiful self-culture.

If the term "education" be taken in so large a sense as to include all that belongs to the improvement of the intellectual and moral nature either by the acquisition of knowledge, or by the development of faculties, I should insult the intelligence of my audience were I to attempt to demonstrate the absurdity of the notion that a complete education can be attained by a few years attendance upon even the best schools. In the matter of the acquisition of knowledge does any one suppose that the student at graduation, albeit he may have completed his academical course with a degree of success which does him great credit, does any one suppose that he has learned all he ought to know, all he needs to know and all there is to be known in the wide and ever widening domain of human knowledge? The thought could only spring from a profound ignorance of the height and depth, the length and breadth of the resources of modern scholarship. What! young ladies at eighteen and young gentlemen at twenty touched the goal of ultimate knowledge in Ancient and Modern Literature, Physical, Mental and Moral Science, History, Philosophy and Mathematics, to say nothing of those branches of instruction embraced under the general name of accomplishments? Nay, they have only had mapped out for them the paths leading through this great field of learning and been permitted to taste a few clusters from its rich vines. They have mistaken an ant-heap for an Alp, who fancy they have on graduation day climbed to the lofty height of a completed education.

This much as to the acquisition of knowledge; now as to the development of faculty. This latter is recognized as the true end of our school-day discipline. The chief function of the educator is not to crowd into the mind of the pupil a given amount of knowledge and load the memory with words, but to call into exercise and rightly direct the faculties of the whole nature. Students are to be helped to help themselves: they are to be inspired with a profound love of truth and taught the process of investigation. The power to observe, to think, to reason and to judge; the imagination and the memory, these intellectual faculties it is the most important end of education to develop and train. But with respect to this phase of our education, can

we at graduation congratulate ourselves with the thought that the process is complete? Are we warranted in the exultation that the intellectual tools with which we are to quarry and carve for ourselves in the mines of truth are thoroughly prepared—sharpened and tempered for the digging and chiseling required of every laborer in these mines? If any alumnus whom I address this evening went out from the fostering care of his Alma Mater laying this flattering unction to his soul, he was perhaps amazed and chagrined when he came into contact and competition with minds trained by the extra-scholastic discipline of public society and the business of real life; he discovered then that there was a tempering and developing of his powers not to be had in the seclusion of a college, but to be again acquired only by contest with actual duties on the broader arena of every-day life where conflicting opinions, contending passions and counter interests are the educational forces which make for the quickening and enlightenment of mind. An inventory of his mental resources may have embraced a number of facts, theories, speculations and conceptions of other men; and his memory may have been stored with the classic learning of bygone ages; but yet he found he had much to learn in the art of arranging and using his possessions for practical purposes. The study of books alone cannot train and develop even unto approximate completeness the faculties and forces which go to make up a full round manhood or womanhood: this needs to be supplemented by an experience in the school of life where men are called to grapple with harder problems than were ever writ in algebraic symbol, and to conduct experiments more educative than the laboratory's most delicate manipulation. Using the word education in the sense of the development of faculty, it is not too much to say that one may be well educated who knows nothing of books. "Material for thought, and the ability of thinking with intensity upon any question at pleasure (I here use the language of another), may be possessed without their aid. It is possible that a man might possess intellectual faculties of the highest order, and carried to the highest point of cultivation, who could not write his own name. Homer, the father of poetry, the favored of the muses, from whose heroes the poets of all succeeding generations have formed their models, and from glowing periods they have drawn their inspiration, lived in an age of the world before letters had been invented. His poems were composed and treasured in the memory, and recited to the people on festive occasions. Wandering minstrels learned them from their author, and they were thus handed down from age to age, through the memory of men, till they were eventually rescued from the weakness and casualties of that treacherous faculty by the preserving power of letters."

I should be sorry if any one should infer, from what has been said, that I do not value a collegiate education. I have the profoundest respect for the institution which does me the honor to publish to the world in her Annual Catalogue my name among her first-born sons and daughters; to the faculty under whose faithful and wise guardianship and guidance I made my school-day excursions into the broad and delightful field of liberal learning, I cheerfully render the tribute of my reverence and gratitude. My sense of my indebtedness to Western Maryland College grows with my years and strengthens with my maturing judgment. I know not how I could more forcibly testify my appreciation of the facilities for intellectual and moral culture she affords than by telling you that it is my purpose to commit to her

fostering care my children (whose welfare every parent will believe I value above all price) if God shall spare them and me until they have attained a proper age.

I would say unqualifiedly that all who are in circumstances to avail themselves of a college education should by no means neglect it: nothing can compensate for the opportunities a good college training affords for the laying of a broad and solid foundation, upon which is to rest the culture which life and experience are intended to give. Only the other day my eye fell on a paragraph in that stirring little book of Wilbur F. Craft's, called "The Successful Men of To-day," which I beg you to hear and consider. Says he: "I have examined the educational record of seventy foremost men in American politics—cabinet officers, senators, congressmen and governors of national reputation—and I find that 37 of them were college graduates, that 5 more had a part of a college course, but did not graduate, while only 28 did not go to college at all. As not more than one young man in five hundred goes to college, and as this one five hundredth of the young men furnish four-sevenths of our distinguished public officers, it appears that a collegian has seven hundred and fifty times as many chances of being an eminent governor or congressman as other young men.

I have asked you to reflect for a little the incompleteness of a completed education that we all may learn to estimate at its real value our collegiate training. That we may not think of ourselves more highly than we ought to think, but cultivate that humility out of which shall spring not discouragement or despair, but aspiration, an earnest desire for and a noble strife after a wider and higher culture. What more disastrous to us than that we should feel that we have completed our intellectual and moral growth. The man who has no sense of the need of growth and no longing for growth is dead while he liveth. He will shrink and shrivel into meagre and contemptible proportions.

"Let us gird up our loins, therefore, and quit us like men; and, having by the golden gift of God the glorious lot of living once for all, let us endeavor to live nobly."

"Better to strive and climb,  
And never reach the goal  
Than to drift along with time,  
An aimless, worthless soul,  
Ay, better to climb and fall  
Or sow, though the yield be small  
Than to throw away day after day  
And never strive at all.

At the close of the reunion the following resolutions were passed in reference to the new administration:

WHEREAS, Rev. J. T. Ward, D. D. has resigned the Presidency of Western Md. College, and Rev. T. H. Lewis, D. D. has been elected by the Board of Trustees to fill the vacancy, and

WHEREAS, The Alumni Association feel a deep interest in this change, be it therefore,

*Resolved*, That we bear testimony to the efficient work done by Dr. Ward while President of the College, in watching with such fostering care over the Institution, in managing all its interests with prudence and discretion, and in making it an Institution of high moral and literary character; and also that we assure him of our continued respect and love, hoping he will be as eminently successful in his new position as in the one he has so long and so nobly filled.

*Resolved*, That we express our appreciation of the wisdom of the Trustees in selecting Dr. Lewis as the new President; that we feel an honest pride in the fact that he is an alumnus of the College; that we cordially welcome him to his new respons-



ble position; and also that we promise him our hearty co-operation and sympathy, and hope all his labors will be crowned with abundant success.

W. W. DUMM,  
E. A. WARFIELD, } Committee.  
M. S. FENBY.

For the Irving Literary Gazette.

**OUR NEW PRESIDENT.**

Rev. Thomas Hamilton Lewis, A. M., D. D.

We are sure that our readers will be glad to have all the facts we can give them in reference to our new President. His career has been a remarkable one, and true merit has brought him to the high and honorable position he now occupies. Not by a single bound indeed has it been reached, but by successive steps, although in years few compared with those of most men who have attained to such eminence. That his natural endowments were great we must believe, but we are fully satisfied that to native genius the toils of industry were diligently added to enable him to rise as he has done.

Mr. Lewis was born near Dover, Delaware, on the 11th of December in the year 1852, and spent his childhood and early manhood there, and in Caroline and Talbot counties, on the Eastern shore of Maryland, where he received the rudiments of the education which was subsequently pursued with high credit to himself and satisfaction to his instructors in our own beloved College, the Freshman Class of which he entered, September 5th, 1871. Having taken the full course in literature and science and also the Theological course, he graduated A. B. June, 1875, delivering the Dialectical Oration in which he presented a masterly view of the life and career of David Livingstone. In March, 1876, Mr. Lewis united with the Maryland Annual Conference of the Methodist Protestant Church and was appointed to the pastorate of Cumberland Station, Md., where his ministry was attended with marked success. In March, 1877, he was appointed to St. John's Independent Methodist Church, Liberty street, Baltimore, as co-pastor with the aged and learned Rev. Augustus Webster, D. D. association with whom was as high a privilege as it was an honor. This appointment was renewed for five successive years, during part of which Mr. Lewis availed himself of the opportunity of taking a course in Hebrew and Syriac in the Johns Hopkins University. For two of these years he was Pastor of the Church, Dr. Webster having resigned, and being made pastor emeritus. In March, 1879, Mr. Lewis obtained the consent of the Conference and published in connection with the Minutes of that Session, a most valuable "Historical Record" of all the sessions from 1829 to 1879, making a volume of 135 pages, 8 vo. In March, 1880, he was elected Secretary of the Conference and continued in that office until the session of 1886, when his election to the Presidency of our College compelled him to resign the Secretaryship. After his five years' term as Pastor of St. Johns Church expired in 1882 he became Principal of the School of Theology—since incorporated under the title of "The Westminster Theological Seminary," and continued President of that institution until the close of the term in May, 1886, Dr. Ward having been elected his successor, as he is to be the Doctor's,—an arrangement which the friends of both institutions trust will prove a pleasant and useful one to all concerned.

In June, 1884, Mr. Lewis preached by special invitation the Baccalaureate Sermon at Adrian College, Michigan, and in 1885, at institution honored him with the degree of D. D. He also delivered the An-

nual Sermon, last week, at the University of West Virginia, located at Morgantown.

Mr. Lewis has published several able discourses, a beautiful Tributary Sketch of the Life and Character of the late Rev. Arthur D. Murray. He also edited in connection with Rev. J. T. Murray, D. D. a 12 mo. volume entitled, "A History of the Maryland Annual Conference"—an admirable work.

President Lewis has travelled extensively in the interest of the Seminary and visited other institutions of learning, thereby gaining enlarged information which will be of special value to him in his new position. He has demonstrated his talent for organization, and energy in the prosecution of his well-devised plans, and we as confidently look forward to a bright future for our College under his administration, as we gratefully look back over the glorious past of the College under the administration of our old President. May God bless them both, and the institutions under their charge, we do most fervently pray.

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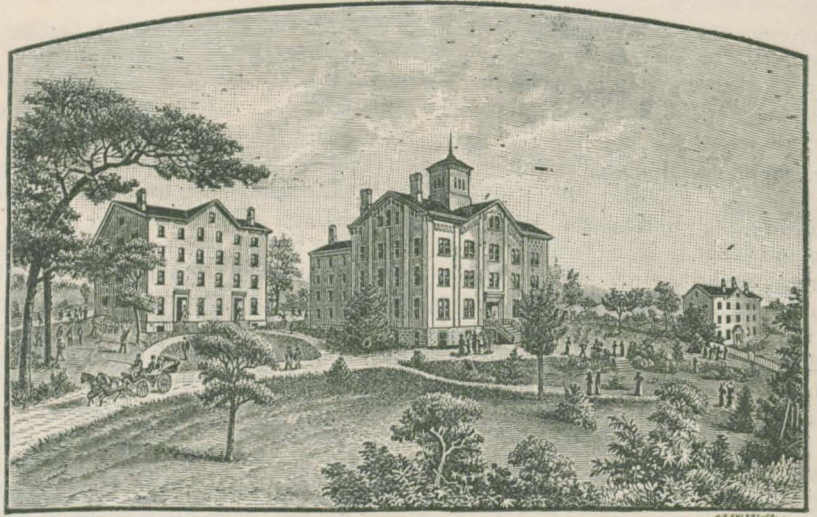
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Any further information and full descriptive Catalogue may be had by addressing the President,

Rev. T. H. LEWIS, A. M., D. D. WESTMINSTER, MD.