

*Mrs. J. H. Lewis*  
*City*

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## Poetical.

### THE BRAHMAN'S LESSON.

One summer day a farmer and his son  
Were working wearily in the harvest field.  
It was a lonesome place and dangerous,  
For now was come the season of the snakes,  
Whereof the deadliest, a great hooded thing,  
Did sting the young man so that suddenly  
He died; for remedy, of plant or herb,  
Medicinal root, or skill of leech, is none  
Against the venom of that dreadful death  
That darkens the eyes at noonday as with night,  
And chills the blood in the heart that beats no more.  
This happened, and the father saw his son  
Struck out of life so early, lie there dead,  
And saw the gathering of the hungry ants,  
Nor sighed nor ceased a moment from his work.

But now a Brahman chanced to pass that way,  
And saw all this but understood it not.  
"Who is that man there—dead?" "He was my son."  
"Thy son! Why dost thou not lament him, then?  
Hast thou no love nor sorrow for the dead?"  
"And wherefore sorrow? From the first bright hour  
When he is born, even to his last dark day,  
Man's steps are deathward; everything he does  
Sets ever that way; there is no escape.  
For the well doing there is recompense,  
And for the wicked there is punishment.  
Of what avail, when they are gone, are tears?  
They can in no wise help us or the dead,  
But thou canst help me, Brahman, if thou wilt.  
Go straightway to my house and tell my wife  
What hath befallen—that my son is dead,  
And tell her to prepare my noonday meal."

"What manner of man is this?" the Brahman  
thought,  
Indignantly: "In-ensate, ignorant, blind—  
He has no human feeling, has no heart."  
So thinking, he drew near the farmer's house,  
And called his wife: "Woman, thy son is dead!  
Thy husband bade me tell thee this; and add  
That he is ready for his noonday meal."  
The dead man's mother hearkened to his words  
As calmly as the sky to the winds or waves.  
"That son received a passing life from us—  
From that old man, his father, and from me,  
His mother—but I call him not my son.  
He was a traveller halting at an inn,  
Of which the master entertains the guests,  
But not detains. He rested and passed on.  
So it is, sir, with mothers, and with sons,  
Why, then, should I lament what was to be?"

Still wondering, the troubled Brahman turned to  
where the sister of the dead man stood,  
Bright in the lotus bloom of womanhood.  
"Thy brother is dead. Hast thou no tears for him?"  
She hearkened gravely, as the forest doth,  
To the low murmur of the populous leaves.  
"Sometimes," she said, a "stalwart woodman goes,  
And with his mighty ax hues down the trees,  
And binds them fast together in a raft,  
And in a seaward river launches them.  
Anon the wild wind rises, and the waves,  
Lashed in tumultuous warfare, dashed the raft,  
Hither and thither, till it breaks asunder,  
And the swift current, separating all,  
Whirls all on ruinous shores—to meet no more.  
Such, and no other, was my brother's fate.  
Why, then, should I lament what was to be?"  
Wondering still more, for still the awfulness  
Of death, which they perceived not, was to him  
As palpable as his shadow on the wall,  
The Brahman addressed him to the dead man's wife:  
"And thou, upon whose loving breast he lay,  
Heart answering heart, with lips that breathed in  
sleep,  
Remembrance of endearments without end,  
What wilt thou do without him day and night?"

She hearkened tenderly as the summer noon  
To the continuous cooing of the doves:  
"As when two birds that fly from different lands,  
One from the east, the other from the south—  
They meet, and look into each other's eyes,  
And, circling round each other, bill to bill,  
Seek the same nest, on temple roof or tree,  
And rest together till the dawn is come;

Such was my husband's happy life, and mine  
Was, but is not; for, as when morning breaks,  
Awakened, the coupled birds forsake the nest,  
And fly in opposite ways to seek their food—  
They, if it be their destiny, meet no more.  
Why, then, should I lament what was to be?"  
Silenced by their submission, which was wise,  
Whether foolish heart think so or not,  
The Brahman watched the women in the house,  
As to and fro their slender fingers moved  
Athwart the sunlight streaming through the door,  
While they prepared the farmer's noonday meal;  
And, watching them, was comforted to learn  
The simple secret of their cheerful faith—  
That Death the natural sequence is of Life,  
And no more dreadful in itself than Life.  
—R. H. Stoddard in the Independent.

### ATHLETIC SPORTS, AS RELATING TO EDUCATION.

*Physical Training in College Practically Considered—The Healthy Body and the Healthy Mind.*

The following is from a paper read by Professor Edward Hitchcock, of Amherst College, at the meeting of the Social Science Association in Saratoga, New York, September 10th:

The attention given to the health of body and mind among educational institutions is one of the marked features of modern progress. Its beginnings have been shown in attempts to secure physical exercise for students, by manual labor, work-shops, agriculture, horticulture, military discipline, calisthenics, and gymnastics. About the close of the last century Pestalozzi and Salzmann seem to have given us our earliest ideas of physical exercise as gained by the fixed apparatus of modern gymnasia. In 1811 Jahn opened in Berlin the turnplatz, or gymnasium, which was the alma mater of all the gymnasia in Germany. In Switzerland, in 1815, gymnastics were introduced into the schools and colleges of the country. At the Royal Military Academy at Woodwich, England, German gymnastics were introduced in the year 1823. At the Round-Hill School, in Northampton, Mass., a gymnasium was established in 1825, also one in the Salem Latin school at about this period, and one on Charles street, in Baltimore. And between 1830 and 1840 so-called gymnasia were established in several colleges and academies in New England, where with limited apparatus, usually in a cold, cheerless building or a grove, students were allowed to exercise their bodies when and how they pleased with no guidance, system, or protection. Like music and some other branches of education, physical culture has been appended to and recommended by many educational institutions, but in only a very few up to the present time has it been made a vital part of the regular course of culture.

The modern idea is to recognize, control, and direct physical culture, recreation, and amusement as a part of our educational systems, in order to make use of all the energy of the student while in college or school. Probably 1859 is the period when first a rational and systematic idea of physical culture came to the minds especially of the leading educational institutions in this country; and right here comes up the practical question to every educator how much must the institution do for the indi-

vidual in the matter of private and public health? To how much must the college give direction and demand attention, and how much must be left the individual to provide for himself?

At the age when students go to college it is to be presumed that they have had the early home-training of mother and nurse, and generally that they will remember and act up to it. But with the growth and development of their powers, additional instruction must be given them which home does not afford in regard to their growth and more nature abilities. At this period, if healthy, they need special guidance and control, not because they are ignorant, but because they are much more self-reliant, have more confidence in their ability to direct themselves and others, are more impulsive, and if injured or under the power of a slight malady, recover more readily than later in life. They need at this period some definite laws of health laid down to them, more or less explained, in connection with their anatomy and physiology. It is time they understood the reason of many of these things. Hence by recitations and lectures college students should be early taught the common laws of hygiene, especially as pertaining to scholarly life, and exactly for the same reason and in essentially the same manner as they are taught how properly and advantageously to use and develop their mental powers. After they have been directed how to take good care of the body the college is bound to furnish facilities, apparatus, appliances, and inducements to obey these rules of health, in certainly as accessible and profitable way as it gives apparatus, charts, blackboards, and libraries to develop and guide the intellectual powers.

And the necessary care and culture of the body must be so provided for that it may come in at proper times and places, when the man needs muscular activity and rest from study or demands recreation, or at least a change in the way of using his nerve force. This is where a department of physical education serves its purpose. It is not enough for the faculty of the college to enlarge upon the value of long walks, inspiring pure air, and an occasional bath, as the condition of the natural surroundings, or the inclination or daily duties of the student may allow. In fine, then, the advanced idea of a college should recognize as a part of its work a supervisory care over the conditions of health in her student, and an education how to use the physical powers in harmony with the intellectual, by instruction and enforced attendance upon healthful recreative duties so far as to be able to maintain the highest powers of the whole man and keep them thoroughly active in the summer time of existence.

If one were asked to state the important points to be secured in the education of the body, he would probably say endurance, strength, activity, and grace of motion; and in systems of physical culture these have been striven for with earnestness and zeal. We admire the crew who can hold out well to the end of the course; the runner or the boxer who has the best wind, and the gymnast who sustains himself in a trying position for the longest period, and we are

pleased with the strong and agile feats of the gymnast, vaulting, dipping, turning, or leaping with an ease and strength so graceful, and accomplished with apparently so little exertion. And yet we never find the man who is master of all those accomplishments at once. The boating man has a gate most peculiar to himself, and one not marked with ease and grace; the ball-players and athletic men do not exhibit grace in the dance, though they may well measure the step to be in accord with the cadence of the music. Yet in many of our systems of physical education there is a radical error, because the desire is to produce a powerful effect by proclaiming strength alone, or endurance alone, or grace alone, as the end to be secured. The mistake has been to create a high market value in a limited part of the body, to unduly develop muscle or lung-power, while essential, are not the only or perhaps the main ends to be attained. A modern writer and philosopher has said, "To be well is the first duty of man." Hence the attainments sought after in a system of physical culture should be to sustain all the powers of man, symmetrically, equably, and harmoniously up to the normal standard. No steambot or railroad will arrange its time-table squarely up to the speed of its engines. No bank will divide all its earnings. And the possibilities of hygiene in college should be to be well, to be happily and comfortably well; not to be an athlete or gymnast at the expense of mental or moral powers, but to secure from this end whatever things may tend to keep up in the growing period the normal and natural strength of mind and body. Gymnastics and athletic sports are a part and an essential part of college education, but when these dominate the man, then he is in great peril, as great as he incurs who makes himself—say only a philologist, mathematician, metaphysician, or anything in disregard of any or all his possibilities as a physical, intellectual, and accountable being.

About the year 1856 the late President Stearns, of Amherst College, developed the idea that physical culture, or a proper care and knowledge of the body, should be as necessary a part of a college system as the mental or moral discipline, and that the maintenance of all the normal powers of the body in a college student is as important to his present and future work as is the intellectual and moral training which the college imparts. As the student must know what are the leading faculties of mind and heart, and how to keep them in their highest efficiency, so should he be familiar with his bodily powers and their mutual action and reaction upon mind and soul; it is as much the duty of college to ensure facilities for the one as for the other. This, of course, implies that activity must be enjoined upon all faculties, mental and bodily, especially in the growing and developing stage of young men. Hence the correct and dominant idea that physical, muscular activity in its proper amount and direction is a great regulator of health and an important aid on the bodily development of all people, especially the young. This is based on the fact that about half of the human body is muscle—lean meat—and the only way to keep it healthy, active, and vigorous up to the normal standard, is



by actively and properly using this muscular tissue, or by "taking exercise," as it is commonly termed. This use is necessary in order to furnish the muscles with a healthy growth, to promote sufficient circulation of blood through them, to induce a sufficient absorption of the waste, to so excite and control the nerve force that it will readily, promptly, and efficiently arouse the muscular fibre to activity, when either automatically or by demand of the will the action is required. And it is a fact of great importance that if the muscles are normally strong and in good order, the other organs of the body are much more likely to be in good condition. One of the tests oftentimes in ascertaining occult disease is to try the muscular strength of the forearm, and if it is up to a fair standard to give encouragement to the patient. Good bodily muscles always imply good lungs—"capacious lungs" are important points to life-insurance companies; a large heart with an abundance of blood, and a stomach and bowels competent to nourish every part of the body. A strong man is apt to have a will of his own and a power to direct his intellectual forces intelligently, whether the mental capacity be great or small. A strong man usually has a voice able to make himself felt by others. In fine, properly regulated physical prowess the world over does give the advantage to a man over all his own powers and those of his fellow-men also.

But muscular strength and agility are not the sole attainments of physical culture in educational institutions. Nor is it to growth and development entirely that attention should be given. As the health of a city in ordinary times depends as much on the cleanliness of its inhabitants, its streets, and back yards, and the efficiency of its sewers as it does on its food markets, so does the body need to maintain in full vigor its excreting or waste organs. Of these the principal ones for the students to give attention to are the skin and the lungs. Of the six pounds of food and water taken by the average man daily, at least one half is taken from the body by these two waste organs, and through an almost infinite number of minute glands and tubes. If, now, these organs do not maintain the average activity and carry off deleterious substances, these must either remain in the body or the work be performed vicariously by other organs, thus over-tasking them and disturbing the healthy balance of work in the different parts of the body. These organs are ordinarily stimulated to healthy action by muscular activity, which regulates the amount of blood sent to them and at the same time excites normal nervous impulses, and thus secures a proper secretion of the matter to be rejected from the body. But in addition to the impulse of activity of the body other stimuli are necessary, such as the solvent power of water and the excitement of heat. These are accomplished by the application of, or the immersion in, water or steam of varying temperatures, as well as dry heat. Pure air, also, with the proper amount of moisture in it, is essential for the healthy of both skin and lungs. Both the skin and lungs are furnished with an almost infinite number of sensitive nerve fibers, which if maintained in proper health and sensitivity not only keep these excreting organs in health and vigor, but by their reaction and reflex influence greatly control other and more important organs of the body, and not only the emotions and feelings but the intellectual states also. Or, as Dr. Sargent, of Harvard College, says: "The object of muscular exercise is to develop muscle only, but to increase the functional capacity of the organs of respiration, circulation, and nutrition; not to gain in

physical endurance merely, but to augment the working-power of the brain; not to attain bodily health and beauty alone, but to break up morbid mental tendencies, to dispel the gloomy shadows of despondency, and to insure serenity of spirit."

Based upon these general ideas, Amherst College has for twenty-four years sustained a department of physical education and hygiene, by which it meant the instruction of all students in the laws of the structure and use of the body, and some specific directions to the individual for his health, and a required system of physical exercise, combined, so far as possible, with recreation and enjoyment. The idea has been carried out at Amherst that a college can be furnished with such means for some physical exercise, by which all the students may be benefited, and that when they are in a class together, as in other departments, thus securing the stimulus and animation of fellowship in the duty, as well as a personal benefit at the same time. This community, or associated exercise, must be of such a kind as not to have the military stiffness or the looseness of Owdyism. And this feature is an essential part of the whole plan, which is the most difficult to manage and arrange, and the benefit of which must be judged of more by the opinion of the graduates who have gone through it than by the passing judgment of outside parties. The nucleus of the work has been an exercise with wooden dumb-bells by each class as a stated hour each day, guided by the music of a piano, under the leadership of a captain. And this exercise does not over-develop the muscles or tend to make mere muscular men. The muscle is not put to a severe trial, but is only actively and moderately called into action, so as to keep up its normal or healthy growth. It is only swinging light dumb-bells for a short time; and yet only those who have gone through the actual work of swinging wooden bells to lively music, for even twenty consecutive minutes, knows the healthy exercise and stimulus that is furnished to the muscles, skin, and lungs. It is not asserted that this exercise with light dumb-bells and piano music is sufficient exercise for every student in the college. The demand for food, for fresh air, for sleep, for study, vary exceedingly, and the personal equation in these hygienic demands must vary as well as in the necessary amount of muscle use.

But extensive series of measurements and an accurate examination of the student and some knowledge of his antecedents is now demanded. For all people, young and old, are not equally developed. And in every college class a few are sure to be defective in certain points, and at their age may be furnished some development of their weaker parts by judicious inspection, advice, and proper gymnastic apparatus. Or, as an old English poet says:

"Few bodies are there of that happy mould,  
But some one part is weaker than the rest;  
The leg or arm perhaps refuse their load,  
Or the chest labors. Those assiduously  
But gently in their proper arts employed,  
Acquire a vigor and elastic spring,  
To which they were not born."

Thus with the means at hand of the Pratt gymnasium at Amherst the system of statistics is greatly increased in number and minuteness—there being sixty-two items now secured of each man—as he enters college and twice afterward during the course. This examination not only considers his present and hereditary condition, but his arms, legs, body, and bones are tested, and the more important vital organs, such as the heart and lungs, are specially looked into by stethoscope and percussion, as well as the eyes considered in regard to nearsight and astigmatism. An accurate record of this examination is kept on file at the gymnasium, which may be consulted

by the student at any time—that is, each man may know and study his own record. This record is also the basis for advice and prescription and suggestion by the department; and on his entrance to college every student is furnished with the average condition and measures of a student of his own height which he may use and the professor also, as a basis for advice and gymnastic training. And while a student is to enjoy the advantage of the class exercise as heretofore, he may now be able to attend to the growth and development of any parts of the body which are not now up to the normal standard. And by the large additions of new apparatus not only is the defective man guided and helped, but the average man will find more apparatus, appliances, and baths to not only supplement the service of his dumb-bells, but will be invited to give his muscles, skin, and lungs a quota of increased relaxations from study, and physical exercise such as he may desire.

The matter of athletic sports and games, indoors and out, seems to need a recognition and reasonable support from the authorities of colleges. In spite of the excess of competition, not only in games, but in business and intellectual and religious life at the present day, there is a feature of much good and recreation in the games of to-day which demand a proper recognition, support and control. Were our climate, without its rigors of cold and its pungency of heat, no doubt it would be best to have no covered gymnasiums, but use only the field and grove for recreation and exercise. But when military men tell us that through the average year only about half the days are suitable for the ordinary drill of the soldier out of doors, we must provide walls, roofs and artificial heat. And yet during the delightful outdoor months of the year all people should be incited to be out of doors for work, exercise and recreation to the fullest extent possible. And while it is very true that for the most harmonious development the games of base-ball, football and tennis are not equal to the symmetrical work of dumb-bells, gymnastic apparatus, or even boxing-gloves, yet the exhilaration, freedom and fresh air of these games are excellent means of promoting and maintaining the health of very many, and especially young people. It therefore seems safe and wise to say that clubs for these games are to be encouraged in a college. And the formation of the club is a very essential part that the games may be controlled and guided by what are the rules and methods obtained by experience and practice; that while many may enjoy and profit by a regular half or whole hour daily, there should be a centre to rally around and a method to be followed to gain a good result from the exercise. For the good effect of most of these games is not only muscular work—sweat of the skin and inspirations of the lungs, but the playing by rule, the spirit of submission to decisions, of obedience, of quick determination and co-operation, are of great value, especially to the young man in process of mental and moral training.

Results of course are expected. And accurate statistical data have been secured at the college during the existence of the department, but not before this time. Hence, comparisons are very difficult to secure, because anything reliable and carefully recorded as to the condition of body or health previous to about 1860 is merely a matter of present opinion or tradition; no records of health are preserved, nor even the deaths noted in official returns, not the physical condition of the students made of any account in any college so far known to the writer, save where the faculty accounts of the intellectual or moral standing of the student incidentally bring up the matter.

Perhaps the earliest note of warning and need of the subject was made by President Sterns in his yearly report to the trustees in 1859 when he says, "By the time junior year is reached many students have broken down their health, and every year some lives are sacrificed;" "during the year two of the most promising students in the senior class have just deceased." Dyspepsia used to be heard of and endured. But during the last twenty-four years only two cases are recorded as causes of disease. Nervousness and exhaustion formerly were sources of much trouble to students. There has not, however, been a single case in each of these years. Boarding-house keepers say that they are compelled to furnish more and better food, such as oatmeal, bread and meats. And the opinion of the faculty is most positively that a much better condition of health prevails than did before the establishment of a department of health in the college.

It is not possible to state the amount of sickness in any community with exactness, for it is such a peculiar quantity and is so varied a factor with different individuals. But reliable observations have shown that in England for every death there are two persons constantly sick, and there are 720 days of disability for every death. And in Europe every individual loses from nineteen to twenty days by sickness from labor each year. In Massachusetts during 1872 there were 13.9 days lost to each person from labor by sickness. The manner of estimating the amount of sickness among the students of Amherst College has been to enter a man on the sick-list if he has lost more than two consecutive days from all college work by sickness or accident. As a result during twenty years—1860 to 1880—we find the amount of time which has been lost by sickness when averaged upon the whole number of students to be 2.65 days to each man.

Another fact which seems to reflect credit upon the value of the department of physical education is the decrease of illness during college life. As it stands in a tabulated form we find the following per cent. of the class who lost by illness:

Freshmen.....	29
Sophomores.....	28
Juniors.....	23
Seniors.....	19

Or a decrease of disability of about 10 per cent. And this has not been a sudden increase at either part of the course, but a steady growth year by year. The number of Amherst students from whom the data were obtained is 2,106, and their average 21.1 years; the period of their observation was four years, and their average per cent. of good health was 75 per cent. of the whole number.

#### Man's Weight.

It is well that all persons should know what the normal weight of man really is. The following shows the relative height and weight of individuals measuring five feet and upwards: Five feet and one inch should be 120 pounds; 5 feet 2 inches should be 126 pounds; 5 feet 3 inches should be 133 pounds; 5 feet 4 inches should be 136 pounds; 5 feet 5 inches should be 142 pounds; 5 feet 6 inches should be 145 pounds; 5 feet 7 inches should be 148 pounds; 5 feet 8 inches should be 155 pounds; 5 feet 9 inches should be 162 pounds; 5 feet 10 inches should be 169 pounds; 5 feet 11 inches should be 174 pounds, and 6 feet should be 178 pounds.

St.— has opened the musical season with "When the Robings rest again." Go it.



For the Irving Literary Gazette.

### West Point.

Now, right in the beginning, I wish to say that this is intended to be a description of West Point only so far as it will interest those who knew or have heard of George Landers and J. L. Henman. In fact, the trip was made more to see them than for any other reason.

During vacation I happened to be near New York. One day, while walking with a friend, I gave utterance to a desire to visit the military academy at West Point.

"Come and go with us," he said; "we are going to have an excursion there on Friday, and everybody is going."

The result was that on Friday, August 22, I found myself on the excursion steamer Crystal Stream, gazing with speechless wonder and open-mouthed admiration at the sublime monuments to the creator's greatness, whose bases are washed by the quiet waters of the Hudson. I will not attempt to describe them, but can truly say that, although I have spent my life among mountains, never until then did I realize how grand mountains could be.

But, to continue, we landed at Cranton's, and were informed that we were yet two miles from the grounds. Together with a number of companions I succeeded in getting in the first omnibus, or rather on it, for I was lucky enough to get the seat of honor by the driver. There were about twenty on board all told, and made it a pretty good load for two horses. But they responded nobly to the driver's "Get up, Tom! What's the matter Coley?" and in a short time we made the ascent and reached the smooth, level, macadamized roads leading to the Academy. All the way up the hill the jehu had been praising his team, and now, when he cracked his whip and gave utterance to an exultant "G'long!" they proved themselves worthy of his encomiums. The off horse was going at a level trot, while that on the near side was galloping. Whenever we rounded a corner the bus would careen over with its heavy load until it scraped against the wheels. Thus, with the happy crowd shouting, laughing and screaming, we dashed through an iron gate and were on the grounds of the great U. S. M. A. To our right was the guard-house of the gate-keeper. Along the left were a row of neat dwellings surrounded by faultlessly kept yards. These, our driver informed us, were "officers' quarters," and a guard, or "bum soldier," in cadet language, paced slowly along. Next we had our attention called to two large buildings down to the right, whose rooves rose just to the level of the road. These were the stables and riding school, where the cadets practiced riding on rainy days. Immediately to the left stands the Mess Hall, where thrice a day the cadets assemble to partake of the necessities of life. Continuing on our way, we arrived at the gymnasium. This building was formerly the Academy itself. Opposite this stands the chapel, facing the drill grounds. Here we alighted, and, having had the camp pointed out look my way to the officers' tent and inquired for Cadet Henman. One of the cadets present arose, and, donning a marching cap and taking up his "musket," marched off. When he had reached the tents he entered one, and directly came out, closely followed by a young fellow clad in white breeches, gray jacket and a jaunty cap. I recognized Jack, and expected him to come out and shake hands at once, but not a bit of it. He stalked steadily about donning different articles of apparel. In a short time, however, he came toward me, and I at once saw the many improvements in his appear-

ance. His head was erect, shoulders thrown well back, waist very much smaller than it was when at College, and he walked with the sharp, decisive gait peculiar to the military man. I was exceedingly well pleased to see Jack, but his happiness at hearing from old Maryland was apparently much greater than even my pleasure.

While we were talking I saw a company of cadets clad entirely in white coming across the drill ground. They marched up to the camp by fours, and, wheeling into line, halted and dismissed. My eye singled out one slender figure in the group, and although clad in these, to me, strange garments, I instantly recognized my old classmate, George Landers. He ran to where I was standing, and, grasping my hand, inquired of old W. M. C. When I asked him how he liked it he replied: "You ought to be here, old boy; more girls than you can shake a stick at." Then the drum beat the call to dinner, and the boys had to scamper. After dinner Jack came over to where I was standing in the library, and we started on a tour of inspection. First we entered the gymnasium building. In the gymnasium itself I was much disappointed; I have seen better belonging to private persons. In one part of the building is a room filled with models of firearms and trophies of wars. The walls are covered with various styles of guns, ranging from the old blunderbuss, with its flint lock and big mouth, to the modern rifle and carbine, with all its latest improvements. On the tables stand miniature forts, with their embankments and guns all complete. By far the most interesting objects to curiosity seekers are the pieces of captured flag staffs, highly polished, which hang at one side of the room. "Hands off" is the general rule.

Leaving here we took a glimpse into the dancing room. As I stood gazing at my image reflected in the mirror-like surface under foot, I longed for the power of a magician that I might spirit it off and bring it away with me. Thence we walked along in front of the officers' quarters. Something attracted my attention and I asked Jack to explain it, but he looked stolidly ahead and said that if he turned his head he would be reported.

Having visited the Barracks and the chapel we went for a stroll on the famous Flirtation Walk. It is a beautiful promenade, shut in on each side by the close-standing pines it seems a narrow pass between two walls of emerald. Then the pines give way on the left to the white cliffs of granite; on the right the beautiful curtain of verdure is withdrawn and we have spread before us the unsurpassably beautiful Hudson. The sudden changes are geni whose duty is to enhance the beauties of the scene with sudden changes. First we are on a level plateau surrounded by little town with bright colored houses, beautifully kept lawns everything of art. Scarcely fifty steps have we gone when, behold the change, all is wild. All art is absent. On every side rises the beautiful handiwork of Nature, we are in a dense wood.

Fifty yards further, and we have another change. We are among the rugged crags that are placed there to hold the river within its bounds. It should be visited by all who have the opportunity to do so. I am very sorry indeed that I did not have a chance to examine the various portions more minutely, but my time was limited. But, even short as my visit was, I have seen enough to warrant that I will never forget or regret my trip to West Point.

J. H. T. Earhart will attend Bryant and Stratton's this autumn.

### Do Your Own Fishing.

There was a volume of wisdom in the advice of the elder man to the younger, when wishing for fish, not to stand idly looking at others, but get a line, cut a pole, dig bait and "pitch in."

No man ever got ahead in life by standing with starting eyes and gaping mouth and hands deeply thrust in pockets, watching others. Cutting bait and stringing fish after they are caught, and wishing, never yet amounted to anything. You have got to hold the pole yourself and angle for the best fish. The scaly swimmers wont come on shore to be caught. You must "go for them" in the most seductive fashion, and endure the labor and sweat of taking them in. Lolling on the banks in the shade will never fill your basket, and you will be certain to grow hungry for the breakfast you will gain in this manner—see if you don't

Get up early and catch the worm and then the fish. Don't be everlastingly the sluggard. There is no sense in the plea that if the worm didn't make a fool of itself, and indulged in a later nap, it wouldn't be caught, and the ambitious bird would return to its nest minus. The theory is comforting, no doubt, but the practice is starvation. Some worm will be out and some bird will catch it. If one particular squirmer escape one swift darting songster, it will become the food of a second. That as a fixed fact in nature. Somebody has got to secure the prize; and one who is earliest and most intent upon the search will be the man.

Do your own fishing. Trusting to another will give you a very small share of the spoils. No such division of labor ever resulted in satisfaction or in fortune. You remember the story of the white man and the Indian and the turkey and the buzzard? Well, that's about how it will be. He who gains the prize will be likely to retain it, and he should. The mere watcher has no rightful claim. It is the catcher who has the best title, and possession is—you know what the law says of it. Rig up your own tackle and attend to your own line. Don't be forever following the miserable example of old Rip Van Winkle, and "doing chores" for others. It don't pay. Bait your own hook and throw in your own flies. If the stream is deep, don't fear to wade; if the stream is deep, don't fear to wade; if rocky, risk a fall. Then what you get will be your own, and there will be no grumbling about fair play.

Get a hook and line and pole and sinker and go to work like a man. The world is a vast fish pond, and in it swim the prizes—the salmon of business. No matter what you hook, sucker or trout, it has some value; the earlier you are up, and the more strictly you attend to business, the more likely you are not to remain empty-handed. Whistling carelessly around won't answer. Fishing in life must be real and earnest; must employ time and brain and muscle; it is not child's play; for others are desperately striving to be foremost, and if you let your rod rest unused upon the bank, and don't keep your line free from snarls, and neglect your bait, the stream will flow uselessly for you along, and the school of gold-scaled fish swim past and never bite.

You cannot worm yourself into successful business and wealth without strong and continued effort. It is the head against the current all the time, and the little minnows have to fight to keep the whales from sucking in and swallowing them up. You must catch the flood and take care that the ebb does not catch you. You must be on the alert and wary; have quick eyes and quick hands and strong nerves. When

the cork goes under, be ready to "strike," and sink the hook so deep there can be no escape. You must do your own fishing, or you will never see scale or fin, save to envy another.

Do your own fishing. Act for yourself as much as possible in the nature of things, and don't indolently trust to another. Select the best place and keep "bobbing" until it is fished dry without thinking of moving. Changing about with every wind that blows is almost as bad as not throwing in the line at all. Bait is not generally taken at the first cast, and the public have been gulled so often it is shy about taking the hook. Look well to the rod, the reel the line, the leader, the sinker, and use the "most killing" and dainty morsels, and be ready when the rush comes. Another can not do business—at least, as a general rule—one-half as well as you can for yourself.

Do your own fishing if you would be satisfied with the result. Stop loafing around whistling, (and whisking!) throwing pebbles idly into the stream, but go to work in earnest. You have no pole or line? Then get them. It can be done somehow, if you try. "Cutting bait" may be better than nothing—barely better—and that's all it foots up. No single man has the monopoly of business, and you have just as good a right to fish in the stream of success as another. Do it, and don't stand wishing for the breakfast and dinner and supper you can earn. Fish for yourself, or you will learn to your sorrow that the devil is fishing for you with a long pole and a sharp hook.—*Rounds' Printers' Cabinet.*

### A Degree.

A degree was originally merely a license to teach, and was bestowed as a sign that the student had learned enough to be qualified to instruct others. It means nothing more than a step, and the lower degrees indicated the steps by which a man mounted to the doctorate, where he was fully prepared, trained and authorized teacher. In the very first days there were of course no such titles, and when they began to be used they were not so much titles as descriptions; but in the progress of time, the degree being the natural conclusion and crown of a course of study, it came to be regarded at the legitimate fruit of university years, and not only those who meant to teach, but all others, sought to obtain it as a title. Since only universities gave the degree, men got to think that the peculiar attribute of a university was to give it, and the popular notion of a university in most minds, both here and in America, is that it is a degree-conferring no less than teaching body. When our two great English schools began to shake off the sluggishness of last century, their efforts at reform took the direction of reviving their degree examinations and awarding honors in them. Little was done directly for the teaching, though it improved as the reforming spirit strengthened. This, together with the fact that many men, in the last century most men, came away from Oxford and Cambridge untaught, but with degrees, has made us in England think of the degree-giving power as the chief characteristic of the university, and suppose that he who has got the degree has got not merely what he went to seek, but all he needed to seek.

Another change is about to be made in the old building. Weldon Hall is to be changed into two halls for the ladies societies. This will give old students an idea of the increasing popularity of our college.

J. T. Hering and G. Y. Everhart were in town on Saturday 27 on a short visit to their homes.



THE  
**Irving Literary Gazette**

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WILLISON & BROWN, - - EDITORS.

WESTMINSTER, MD., SEPT., 1884.

The need of a College paper is one which is recognized by all who have or once had an interest in any of these institutions of higher education. To have communication with the alumni, the patrons of the College or the friends of the students; to give the students an opportunity to see their own works in print; to keep a record of all the events of interest happening at College and to teach the rudiments of practical journalism, these are all objects secured by the existence of a College paper. As we have said above, the necessity is acknowledged by all. Every person gives it his free open approbation *theoretically*. Practical aid however is considered "a horse of another color," ask an alumnus for instance, what he thinks of the paper and he will reply in such phrases as "noble work," "fine thing;" "ought to be kept booming at any sacrifice;" "would give anything rather than see it go down." Yet that alumnus in two cases out of three, owes for his subscription and thinks he is the victim of an unreasoning dun if he is asked for the amount.

All of us who have had the honor and opportunity of being at the head of the College paper know well indeed how much it benefits us and also what a trouble it is. Therefore here in the first issue of 1884-5 we are going to request the aid of each of our friends. First, we need your subscription. Second, we wish you to write for our literary columns. Third, we desire you to send us every bit of news concerning the College, the old students, the old professors that you can secure. We intend to have a paper this year better in every way, than that of any previous year.

We will attempt to have more personals and locals and will do our best to make the GAZETTE all that can be expected. Now we merely ask your approbation and assistance.

One great question constantly before our people is—at what age should our boys be sent to college. Thrown off from the restrictions of home, untried and wanting experience it often proves the moral ruin to be thus freed from restraint. Should a lad go to College as soon as he is sufficiently advanced in education, or should he be compelled to wait a mature age as well? We think it is a grand mistake to allow a youth to enter until he is at least sixteen years of age, unless he has arrived at that age he is in no way fitted to be his own master or choose his own way. Should he enter younger, the chances are that he will

let himself loose to all kinds of excesses and intemperances. He will not think of his studies in any other way than an unwelcome but necessary duty. The consequence is that he studies just sufficiently to be able to get through the examinations and secure the diploma. Then he finds himself totally unfitted for any labor, manual or mental. True work and perseverance are totally unknown.

It seems that an imposition is placed upon them and that their sole duty is to escape all duties as much as possible. Thus it happens that very often the whole life of the young man is wrecked by being sent to College too early.

Besides this the colleges should look to their own interests. Every young man who does not greatly honor his almamater, greatly dishonors her. Diplomas should be granted to those only who are over twenty years of age. Then the dignity and worth would be alike upheld.

**Personals.**

F. H. Schaeffer, '83, has returned to Westminster. He left for the West last May, intending to make a new home. He had secured a fine position in Kansas City, and seemed on the high-road to prosperity, when he was stricken with malaria. For a month he was confined to his room, and at last was compelled to return to his old home. He has nearly recovered, and will make another start next spring.

E. P. Leech, '82, spent the summer in company with H. A. Y. Fever, at Oakland, Md. He has returned to Washington, and is now at his post in the War Department. We are glad to hear that he is also attending the evening lectures at the Law School. Ned has a talent and a delivery which should by no means be allowed to languish in the set routine of the clerk's duties.

C. E. Stoner, '82, spent a few days with us this month. He has been residing at his home in Johnsville, Md., since he graduated, and is now considering whether to attend lectures or to study law in an office. Whichever he may decide to do for the present, he intends eventually to graduate at the University of Law in Baltimore.

G. B. Fundenberg passed through Westminster September 21 on his way to the Medical University in Philadelphia. Fundy was in the Class of '82, but left at the end of the Junior year.

Jas. Aringdale, one of our old students, and lately a graduate of Bryant & Stratton's, paid us a visit a short time since. He is as much an enthusiast over base ball as ever.

Rev. John M. Gill visited us on the 24th inst. and remained over several days. He is now stationed at Belair, Harford county, Md.

W. H. White, a member of the Sophomore Class of last year, spent a fortnight in Westminster in the early part of the month. He will attend lectures at the University of Maryland, in Baltimore, Medical Department. We are very sorry that he does not return, but sincerely wish him all success.

Geo. W. Todd, '82, Jos. T. Hering, J. F. Somers, '81, and Geo. Y. Everhart, '81, are attending the second course of medical lectures at the University of Md.

E. H. Norman is in Baltimore. He has returned to finish his course at Bryant and Stratton's, which was interrupted by the serious illness of his brother in the early part of the summer. He is boarding at 81 Franklin street.

Jesse T. Shreeve, a former member of the present Senior Class, will attend medical lectures at the University of Md.

T. A. Myers will attend Bryant & Stratton's this winter.

A. L. Miles will not return to the law school in Baltimore this year, but will study in an office at his home.

Prof. G. W. Devilbiss, former Vice-President of Western Maryland College, has charge of a large school in Pennsylvania.

**Society Officers.**

The officers of the different societies of the College are as follows:

Browning—President, Eudie L. Richardson; Vice-President, Belle Orndorff; Recording Secretary, Annie Ames; Corresponding Secretary, Flora Trenchard; Critic, Ada Trumbo; Treasurer, Becky Boyd; Librarian, Mollie Shriver.

Philomathean—President, Irene Everhart; Vice-President, Alma Duvall; Recording Secretary, Rettie Dodd; Corresponding Secretary, Minnie Stevens; Critic, Madge Slaughter; Treasurer, Mamie Nicodemus; Librarian, Annie Bruce.

Irving—A. C. Willison, President, H. W. Andrews, Vice-President; W. H. Brown, Recording Secretary; H. C. Stockdale, Corresponding Secretary; C. M. Grow, Critic; E. L. Bowman, Librarian; J. Naill, Assistant Librarian; H. J. Haines, Treasurer; L. Stitely, Term Essayist; F. Mc C. Brown, Term Orator; T. E. Davis, Chaplain.

Webster—President, C. H. Wright, Vice President; L. M. Bennett, Recording Secretary; B. A. Dumm, Corresponding Secretary; H. H. Slifer, Treasurer; F. T. Benson, Chaplain; W. E. Roop, Librarian; E. T. Mowbray, Critic; Auditorial Committee, E. T. Mowbray, Downing and B. W. Kindley.

The following new students are registered at the Seminary: L. L. Albright, Curtis Mills, N. C.; B. F. Sester, Fredrico, Del.; J. D. Corbin, Highland, W. Va.

There were once two rival storekeepers in Lincolnshire, England, one of whom had the store of the place and whose establishment was of earlier origin than that of his competitor. When the latter arrived on the scene the first man put up a sign announcing his place as the original store. Not to be outdone the other announced his as the old original store. Then a brisk competition sprung up in the way of signs addressed to passers-by. At length, weary of the constant warfare which involved time and thought, the more reasonable man of the two returned to his old quiet ways, and, in explanation of the cessation of hostilities, inserted in his window a card bearing the Latin words: "*Mens conscia recti*" (a mind conscious of being right.) This was too much for his neighbor. He regarded it as another blow of the adversary, but said to himself, "I can beat that," and the next day in his window appeared a sign in bolder letters than those used by his competitor, bearing the announcement: "*Men's and woman's conscia recti for sale.*" That was the last of the warfare.

**WHAT BECOMES OF THE GRADUATES.**

—It is estimated that the various colleges and high schools of the country have graduated 3,000 pupils within the past summer. They may be divided off as follows: Lawyers, 500; doctors, 500; ministers, 100; mechanics, 10; base ball players, 1,890. Of the lawyers 400 will develop into ward politicians; the other ten will become noted in their profession. Of the physicians four-fifths will prove quacks. Of the base ball players every man will be a star.

**Our College.**

Institutions of learning, dotting every portion of our country, bespeak and are living monuments, attesting the culture of American citizenship. Indeed, there is no land that can boast of superior advantages for intellectual development, no land that has founded so many schools for training the young to that degree of culture which is the characteristic of every educated mind, than our own. And yet these have all been instituted in an incredible space of time. A century ago even the grand old hill, on whose summit stands our noble edifice, afforded a camping ground perhaps to nomadic tribes of red men. Indeed, its situation is preeminently adapted to the schoolboy who joins pleasure with study. Rearing its head on one of the green hills of Carroll, the delightful breezes sweeping from the distant mountain range all tend to brace the collegiate and to tinge his cheek with the glow of health. What a grand panorama of nature is spread out to the view of him who claims to be a devotee of the beautiful. View it in spring, when blades of grass all carpet the earth with green, and when the meandering brook, lately held in winter's pinions, is stealing its way lazily through the meadows, and the most celebrated productions of European artists fail to equal it. View it in what season of the year you will, and involuntarily the exclamation rises to the lips, "God is truly seen in His works." Every college must grow, as it were. Western Maryland College is now in its growth. A little less than two decades have elapsed since the corner-stone was placed in position, and yet in this short time she has had under her care for instructions in the various positions of life over one thousand students, and has conferred the degree of A. B. upon nearly one hundred and fifty, the most of whom have afterward received degrees of A. M., LL. B., M. D., etc., by presenting to the faculty a thesis, or by continuing their studies in some of the learned professions in which their mind was directed while at college. What changes have taken place since the day of its foundation. Additions, repairs and enlargements, which it has undergone, are all conducive to the benefit of the student, and afford him preeminent advantages for study. The location of the college at Westminster undoubtedly has improved its intellectual status, and has indeed exerted a salutary influence upon the surrounding country. Within short railroad distance from Baltimore, the key to the South, it affords connection with all the lower points of the State.

And what has been the history of this institution, as revealed by its graduates, those who have gone forth from her fostering care. Scan the list, and trace them to their present vocations in life, and you will find nearly every sphere of human effort represented, and nobly, too, by the sons of "Western Maryland." The future is before her. And what another decade may bring forth no one can declare. But, as has been said by one of America's illustrious sons, "There is but one way to judge of the Future, and that is by the Past." So, no doubt, in the near future Western Maryland College will rank with the best institutions of the country, and will be a light of which Maryland can boast with pride.

Squirrels are thick in the Campus this year. The boys have already captured eight which they have named respectively: Annanias, Sophias, Nebuchadnezzar, Abimeleck, Malachi, Melechizadee, Sheshbazzar and Shephatiah. Three have been sent to their owner's homes, one has been eaten and three are still at College.



## LOCALS.

The "White Demons."

Whom do they comprise?

The new students are still coming in, and the probability is that we will have the largest roll ever recorded at W. M. C.

The students who have not visited the college in the last three years would be astonished were they to see the great improvements made in the institution. Student life is far different now from what it was but a few years ago. As we look around us and see the many and pleasing changes we are compelled to acknowledge that W. M. College is making strides in every way that are unequalled by the record of any other institution in the state. When we came here, some three years ago, there was but one building owned by the College. This was too small to accommodate the students, and the authorities were obliged to rent a building on Pennsylvania avenue for dormitories. Many of our predecessors and former companions will remember the many inconveniences attendant to this plan. The name of College Hall will recall to them the long walk to the college for breakfast, trudging through mud and snow, slipping along the icy walk and trying to study in the noisy day-students' room. All these are done away with. Dr. Ward, with his pure faith and untiring efforts, has removed all these hardships. Through his efforts we now have a new and comfortable building erected within a few yards of the main building. Heated by registers and having water through the building, it has dispensed with the unpleasant necessity of ploughing through the mud, exposing one's self to the driving rain, to the pump or coal-pile. The ladies, too, have good society halls, and are no more worried by the intrusion of the classes as they once were.

Prof. D. W. Hering, C. E., who has filled the chair of mathematics at Western Maryland College for some years, has accepted a call to the chair of Physical Science at the University of Pennsylvania, situated in Pittsburg, Pa. Prof. Hering was born in Washington county, Md., in the year 1850. His early educational training was received at the public school of Johnsville, Frederick county, Md. In 1866 he entered the Westminster Seminary, in this city. In the first annual catalogue of Western Maryland College his name appeared as Principal of the Preparatory Department, and during the next year as Professor of Mathematics. In 1869 he entered the Sheffield Scientific School of Yale College, well known as one of the best scientific schools of the United States. He graduated from this institution in 1872 with the degree of Ph. B. In 1876 he was appointed to Fellowship in the Johns Hopkins University. In 1878, in recognition of his work as a Fellow in that institution, Yale College conferred the post-graduate degree of C. E. In 1880 he was appointed to the chair of Mathematics at W. M. College, and in addition to the duties of that position was instructor in German. He is a member of the American Association for the advancement of Science, securing his election at the Cincinnati meeting in 1880. He filled the chair of Mathematics to the perfect satisfaction of all, and, in the name of his old students, we regretfully bid him good-bye. He was one of the founders of Irving Literary Society, and has always taken an active part in our re-unions. His addresses on those occasions were replete with sound advice and grateful encouragement. May God speed him! we exclaim in the name of our beloved old Society, and we can wish him no better success than to hope he may al-

ways win the regard and admiration of those around him, as he did while at Western Maryland College.

PROF. W. J. THOMAS, A. M.

Prof. Thomas, successor to Prof. Hering in the chair of Mathematics, was born in Martinsburg, W. Va., in 1853. He is the son of Rev. David Thomas, D. D., of Baltimore, Md., one of the oldest ministers in the M. E. Church South. At the age of 14 he received an injury which compelled him to suspend his attendance at school during the three years succeeding. At 17 he attended the excellent private school superintended by the Rev. Mr. Hanks, at Stuart Hall, near Baltimore. From this institution he went to Randolph and Macon College, near Richmond, of which he is an Honorary Alumnus. In 1876 he entered Johns Hopkins University, and remained until 1879. During the year 1879-80 he was Principal of Brookville Academy, Montgomery county. His health failing, he now accepted the charge of the State School in Fernandina, Fla. After remaining here two years and recovering his health, he returned to Baltimore and renewed his course at Johns Hopkins University, from which institution he holds the degree of A. M. During 1883-84 he was Principal of Leesburg Academy. Since he has been with us he has ably proven his ability and worth, and both the authorities and students are satisfied that in securing the services of Prof. W. J. Thomas Western Maryland College has made a valuable acquisition.

The following is a Senior's translation of *Taciti Germania Agricola*, as discovered by a stupefied Junior: "Moreover neither do they indulge in animadversions or practice incarcerations or even castigations, unless licentiated by the sacerdotal authorities. They bear to the belligerations certain iconological figurations and taurine escutcheons educed from the sequestered groves, and whatever peculiarity of fortitude is the incitation, neither casualty nor a fortuitous conglomeration of men constitutes the mounted warriors or the infantry, but their families and propinquities." Here in his enthusiasm the *hebetudinous* Junior attempted to give utterance to the Senior's copyrighted expressions, and is now confined to his room with a broken jaw.

Who wishes some *briled* chicken?

The boys have *appl(i)ed* themselves this year with *app(e)arently fruitful* results. We desire to thank them for the last lot of grapes, and hope we may have but a short interval between that and the next.

Mowbray and Alabama Ellis have been troubled with malaria, but are both progressing finely, as even that disease cannot combat with the pure breezes of the Blue Ridge.

We sincerely hope that those persons who owe the GAZETTE will be so conscience-stricken that they will have no rest, night or day, until accounts are squared.

Westminster has a nine to be proud of. It has been beaten by only one club in Maryland, and but once by that. Last Saturday (20) it was defeated by the Lancaster professional nine with a score of 4 to 3 in ten innings. Why can we not have a representation in the field? Don't be so lazy, boys. It is healthful sport and we should try by every manner of means to raise a nine.

LOST.—One ladies' slipper, between the hours of 7 and 10 on Sunday night, September 14. The finder will please return the same to GAZETTE sanctum. N. B.—Our owl knows the person who holds the slipper, and vows he will divulge unless it is returned.—EDS.

Several Theologs with ladies from the city went down near Winters' on Saturday, September 20, and spent several hours very happily, enjoying the private pic-nic very much. One of them, ignorant of the proximity of our owl, related the following: "Before we started K. was sent over to tell Miss — to hasten. He returned to the assembling place and sat down. Soon the lady of the house asked if he had seen the lady. K. replied: I told her we were waiting, but she *sot* still. \* \* \* "We walked up the railroad and came to the ice cream factory. I did not know they sold cream at retail, so I proposed we should have some. Bless you, I got fooled, for they had a regular ice cream saloon." Here he groaned, and our owl, who had had experience of a similar character, became absorbed in reminiscences and heard no more.

A certain Junior whose name begins with "B." spells "spasms," *spasoms*.

## CINDERELLA.

REVISED.

I.

Far, far away, in the land of peaches and sweet potatoes, down on the Eastern Shore of Maryland, some years ago there lived a little maiden. All the early part of her life she was petted and humored by her indulgent parents. Day after day she would sit in her little chair, and after poring over those old stories so dear to childhood, would sit and in the dreamy raptures of imagination see herself reclining on a couch of down, while a diminutive god mother scooped out pumpkins to be transformed into golden chariots, and the great geni were trimming the beautiful little lamp bequeathed to her by Aladin.

II.

So the years passed on. One day when when the little maiden had become a very young lady, a brace of wicked giants, Custom and Ambition, invaded the household and demanded of the parents that they give up their dear little Cindy. Pleadings and entreaties were of no avail, and the unhappy parents had to surrender their darling to these tyrants. So little Cindy was carried away weeping bitterly. Long, long hours passed as they skimmed along the water or flew over the land, but at last they arrived at their destination. Here she was made to alight from the fairy couch and ascend a high hill, on whose top stood a great frowning castle.

III.

Poor little Cindy's heart thumped against her breast as the waves plump plumped against the boat as she crossed the bay. Some fairies met her at the door and escorted her to that place of doubts and misgivings, the Faculty Room. At first she did not dare to raise her eyes from the floor, but soon she heard a kind voice say: "Well, daughter, how do you do?" and, lifting her eyes, beheld the kindly face of a great tall gentleman beaming upon her. Now Cindy had been meditating a magic flight, but when she saw how good the head of the geni looked, she concluded to stay awhile.

IV.

A year passed on. Cindy grew into a more dignified stage of young ladyhood. One by one she dropped her old habits until she became almost entirely changed. One old custom, however, still clung to her—she loved the old fairy tales. Now in this great castle was an old chapel. One evening Cindy was sitting in the chapel window singing "O where is my boy to-night." As she sang she beat time against the wall with her fairy heel. Cindy had just received a new pair of slippers from

Baltimore, and she was very proud of them. As she gently tapped the new slipper against the wall it dropped off and fell to the ground as lightly as an autumn leaf. "Oh, there goes my beautiful new slipper," she exclaimed, and begged the fairies to go down and get it for her. But fairies as well as mortals are capricious, and they refused. So poor little Cindy, though frightened half to death, started out on her perilous search. She passes through the casements of the chapel and stands in the dark portals of the castle; then her feet beat a timid tap, tap as she descends into the outer darkness. She approaches nearer and nearer to where the slipper lay, when all of a sudden a great black figure rises out of the darkness, and with a fierce "Ugh!" starts toward her. "Oh, murder! oh! oh!" screamed Cindy as she heard the monster pursuing; and this story will be continued in our next, if it don't rain.

## List of New Students.

The following are the names, and addresses of the new students, already enrolled this year:

- Miss Emma M. Adams, Marion Station, Somerset county, Md.  
Miss Jennie C. Burroughs, Henderson, N. C.  
Miss Harriet L. Constable, Chestertown, Md.  
Miss Hattie E. Coulbourn, Hopewell Sta., Somerset Co., Md.  
Miss Mary E. DeWitt, Westminster, Md.  
Miss Nannie H. Galt, Westminster, Md.  
Miss Eula C. Handy, Marion Sta., Somerset Co., Md.  
Miss Georgie Harlan, Elkton, Cecil Co., Md.  
Miss Annie B. Hart, Henderson, N. C.  
Miss Bessie Hodges, Pömfret P. O., Charles Co., Md.  
Miss Florence Malehora, Westminster, Md.  
Miss Annie M. Merrick, Merrickton, Queen Anne's Co., Md.  
Miss Sallie V. Pennington, Chesterville, Kent Co., Md.  
Miss Nannie E. Powell, Henderson, N. C.  
Miss Grace C. Smith, Westminster, Md.  
Miss Florence A. Wilson, Seaford, Del.  
Mr. Henry S. Boyle, Libertytown, Md.  
Mr. Joseph B. Ellis, Henderson, N. C.  
Mr. Joseph W. Ellis, Orrville, Dallas Co., Ala.  
Mr. Arthur Emory, Jr., Baltimore, Md.  
Mr. Kirby Emory, Baltimore, Md.  
Mr. Geo. P. Galt, Westminster, Md.  
Mr. John G. Galt, " "  
Mr. Wm. H. Grammer, " "  
Mr. Winter D. Huber, " "  
Mr. John H. Kuhns, " "  
Mr. Lewis H. Lamotte, Finksburg, Md.  
Mr. Wm. M. Lease, Mount Pleasant, Frederick Co. Md.  
Mr. Wm. B. Makinson, Glenville, Harford Co., Md.  
Mr. Thomas E. Reese, Cranberry, Md.  
Mr. John L. Reifsnider, Westminster, Md.  
Mr. William E. Rinehart, Westminster, Md.  
Mr. Lewis A. B. Roach, Hagerstown, Md.  
Mr. Edward G. Smith, Westminster, Md.  
Mr. John B. Whaley, Suffolk, Va.  
Mr. Thaddeus L. Whitaker, Enfield, N. C.  
Mr. Edward C. Wimbrough, Snow Hill, Md.  
Mr. Ebenezer Wootten, Georgetown, Del.

If men knew as much at forty years of age as they thought they knew at twenty, there would be more statesmen in the country.—*Texas Siftings*.



## Often Quoted.

Although the poems of Alexander Pope are seldom read at the present day, people without knowing it quote him more frequently than any other author or book, with the exception, perhaps, of Shakespeare, Milton, the Bible, Byron, Isaac Watts, Benjamin Franklin and Æsop. The following list of quotations will give some idea of his popularity in this regard:

Shoot folly as it flies.  
 Man never is, but always to be, blest.  
 Lo, the poor Indian!  
 Die of a rose in aromatic pain.  
 All are but parts of one stupendous whole.  
 Whatever is, is right.  
 The proper study of mankind is man.  
 Grows with his growth and strengthens with his strength.  
 Vice is a monster of such hideous mein.  
 Pleas'd with a rattle, tickled with a straw.  
 He can't be wrong whose life is right.  
 Order is Heaven's first law.  
 Honor and shame from no condition rise.  
 Act well your part—there all the honor lies.  
 Worth makes the man, the want of it the fellow.  
 An honest man's the noblest work of God.  
 Look through nature up to nature's God.  
 From grave to gay, from lively to severe.  
 Guide, philosopher and friend.  
 Just as the twig is bent the tree's inclined.  
 Every woman is at heart a rake.  
 Mistress of herself, though China fall.  
 Who shall decide when doctors disagree?  
 A little learning is a dangerous thing.  
 To err is human; to forgive, divine.  
 Fools rush in where angels fear to tread.  
 Damn with faint praise.  
 Willing to wound and yet afraid to strike.  
 Breaking a butterfly upon a wheel.  
 The feast of reason and the flow of soul.  
 Welcome the coming, speed the parting guest.  
 Do good by stealth and blush to find it fame.  
 And deal damnation around the land.  
 That mercy I to others show  
 That mercy show to me.  
 The mockery of woe  
 That is the Jew  
 That Shakespeare drew.  
 Party is the madness of many for the gain of few.

## Pigeon English.

Here is a Chinese version of the parable of the Prodigal Son, which was read at a festival of the Chinese Sunday-schools in New York:

A man, he two sons. Son speak he to father; father he got money; give some he; father he take it all right. I just now give you half. He give him half; he go long way—like come China to New York.

No be careful of money, use too much; money all gone; he very hungry. He went to man. He want work, he say, all right; he tell him to feed pigs. He give pigs beans; he eat with pigs himself.

He just now talk, "My father he rich man—too much money. What for me stay here hungry? I want to go back and see my father. I say to him, I very bad. He knows I bad. Emporor [God] see I bad. No be son, me be coolie."

He go back; long way, father see him. He take him on the neck. The son say, "I very bad. I just now no be son; I coolie."

His father talky to boy, and say, "Get handsome coat; give he ring, give he shoes; bring fat cow—kill him, give him eat."

They very glad. He all same dead, just

now come back alive; he lost; he get back.

Number one son come. He hear music; he tell servant, "What for they make music?"

He say, "Your brother come back; your father very glad he no sick; he kill fat cow.

Number one son very angry; he no go inside; very angry. Father he come out; he say, "No be angry."

Number one he say, "I stay all time by father; never make him angry. My father never kill one fat cow for me. My brother he very bad; he use money too much; he have fat cow and music."

Father say, "You no understand; he just dead; he come to life; he lost, he now come back." They make music.

## The Name of God in Forty-eight Languages.

Hebrew—Elohim or Eloah.  
 Chaldaic—Elah.  
 Assyrian—Ellah.  
 Syriac and Turkish—Alah.  
 Malay—Alla.  
 Arabic—Allah.  
 Language of the Magi—Orsi.  
 Old Egyptian—Tuet.  
 Armonian—Teuti.  
 Modern Egyptian—Tenn.  
 Greek—Theos.  
 Cretan—Thias.  
 Æolian and Doric—Hos.  
 Latin—Deus.  
 Low Latin—Diex.  
 Celtic and old Gallic—Diu.  
 French—Dieu.  
 Spanish—Dios.  
 Portuguese—Deos.  
 Old German—Diet.  
 Provencal—Diou.  
 Dow Breton—Doue.  
 Italian—Dio.  
 Irish—Die.  
 Olala tongue—Deu.  
 German—Gott.  
 Flemish—Goed.  
 Dutch—Godt.  
 English and old Saxon—God.  
 Teutonic—Goth.  
 Danish and Sweedish—Gut.  
 Norwegian—Gud.  
 Slavic—Buch.  
 Polish—Bog.  
 Polaca—Bung.  
 Lapp—Jubinal.  
 Finnish—Jumala.  
 Runic—As.  
 Pannonian—Istu.  
 Zemblian—Fetizo.  
 Hindostanee—Rain.  
 Coromandel—Brama.  
 Tartar—Magatal.  
 Persian—Sire.  
 Chinese—Prussa.  
 Japanese—Goezur.  
 Madagascar—Zannar.  
 Peruvian—Pouchocamae.

Every prize except one, and that was a draw, was taken by the women at the recent thirtieth commencement of the Iowa Wesleyan University at Mt. Pleasant. These prizes were awarded in chemistry, literature and geometry. This university many years ago graduated the first woman ever admitted to the bar in the United States, now Mrs. Belle Mansfield, who for a long time occupied the chair of literature in her alma mater.

Keramics: It is a curious commentary on the cultivated konnoisseurs in kwaint krockery that they kain't comprehend the konservative consequences of spelling keramics with a K.

There are 100 prisoners serving under life sentences in the Concord, Mass., state prison.

## Two Kinds of Talk.

From the Philadelphia Ledger.

Some forty odd years ago, Churchill C. Cambreleng, member of Congress from New York for eighteen years, happened to lose his election—a thing most unexpected. As he left his residence on the morning after, he was met by an irrepressible newsboy, who tendered him his choice of the morning papers. As Mr. C. happened to know already the item of news which chiefly concerned him, he declined to take a paper, and the newsboy forthwith saluted him with the saucy slang query, then very current, "Does your mother know you are out?" The story was too good to keep, and therefore took its place among the very pat jokes of the day.

Whether the young news purveyor knew the point of his question or not is uncertain. About forty or fifty years ago a senseless custom prevailed of using some byword, or rather phrase, mostly translated from the London street boys. "Does your mother know you are out?" was one of them. "Has your mother sold her mangle?" was another specimen—and so on, for several years, the gift of speech among certain classes was abused in an intolerable manner. Of later years the folly has taken other shapes. For instance, we hear that something or other is not "good form." A prudent man is "level headed." Asking for information, people say, "can you give me any 'points'?" "I will see you later," is a jocosely way of declining a conference. It is quite common to hear also how a tricky man "gives himself away," and garrulous fellows are advised to "go hire a hall," and the Pacific coast phrase "you bet" is made to convey a great variety of meanings. Many more such things will occur to the reader. But this is not to be an essay towards a slang dictionary.

On the other hand, one meets people who are so very precise in speech as to make even correctness ridiculous. They seem like girl graduates, with the terror of some exact teacher still before them. Or they start out with the old-fashioned opening of a thesis: "I maintain, and hope to prove." "How to talk" presents one of the difficulties in human intercourse which seems hard to overcome. The first requisite is to have something to say, and if you have nothing to say, say nothing. Even this has its difficulties, for a man must learn to be silent gracefully, as well as to speak understandingly. Our young folks, if one may judge them from what is overheard of their conversation, appear sometimes quite at a loss for things worth talking about. The universal habit of reading ought to furnish them with themes; but the prevailing style of popular light reading is not improving. Such commendation of a book as is given in the phrases "awfully lovely," or "too awfully nice for anything," is, to say the least, ambiguous. Such seems to be the current mode of expression with many readers of books, or, in short, the mode of approval of anything. That is to say, some young ladies use these harmless inanities. The boys have more boisterous expletives.

One rule seems capable of general application; that is the avoidance of superlatives. Everything is *not* the greatest in the world, or the smallest, or the best, or the worst. One need not "dote" upon peaches, "love" squashes, or "adore" ice cream. Neither is any girl "perfectly lovely" or any boy "perfectly hateful." No pleasure is "awfully jolly," and no weariness "awfully dreadful."

A volume is about to be published at Shanghai, it is said, containing the "Ave Maria" in 340 languages.

It is impossible for an undergraduate at Oxford or Cambridge to get on under \$1,000 a year, though the term is but 24 weeks. But in Germany, say in Gottingen, he can get on, where the semesters are eight weeks, for \$500. Rooms cost \$24; breakfast, consisting of coffee, eggs, and bread and butter, 12 cents; dinner at a restaurant, consisting of soup, two courses of meat, and stewed fruit, 26 cents a day; supper, about the same. The matriculation fee is \$5, and the charge varies between \$5 and \$10 for the courses of lectures. Then in the way of amusements, for a stall at the theatre, where a variety of operas and plays, excellently rendered, are heard, the charge is 33 cents.

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