

Maryland Collegian.

"EST NULLA VIA IN VIA VIRTUTI."

VOL. II

ST. JOHN'S COLLEGE, ANNAPOLIS, MD., FEBRUARY, 1878.

NO. V.

THE OLD POPLAR TREE.

BY A GRADUATE OF 1834—FEBRUARY 23, 1852.

"Wise with the lore of centuries,
What tales, if there be tongues in trees,
Those giant oaks could tell!"—Haleck.

Come, Brothers Alumni, and listen to me:
I'll tell you a tale of the Old Poplar Tree.

The Old Poplar Tree was the green forest's
pride—

His roots he struck deep, and his arms he
spread wide,

And frosts and the tempests for ages defied.

For ages roll'd on, and the past became dim,

But Time laid his rough hand but lightly
on him,

And spared the Old Manarch, so gnarled
and grim.

And lo! as he waves his majestic, tall head,
Dim shades, from the past, of the long-

buried dead,
Rise, thronging to life, with slow, stately
tread!

Hark! he would speak! 'tis a voice from
the past,

Borne, like a sigh, on the breast of the blast—
Fainter and fainter it grows to the last.

"I am one of a race of brave forest trees,
That battled for ages the storm and the
breeze!

Year after year, 'neath the touch of decay,
They fell, one by one; and, passing away,

With memories full of the shadowy past.

In days of my youth, with my friends by
my side,

The swift-footed Elk, with his antlers of
pride,

The Buffalo, strong in the might of his mane,
Rov'd, tameless and free, over hill-side and
plain.

Then was the Red Man the lord of the soil,
Harden'd to suffer, but scorning base toil;
Eager to start on the war-path or chase,
With scalps of his foes his wigwam to grace.

How oft, in seclusion of my friendly shade,
The bold Indian lover has woo'd his brown
maid!

How oft, when the war-dance has call'd to
the fight,

The council fire gleam'd midst the gloom
of the night!

Or, buried the hatchet, all dripping and wet,
The blue smoke has curl'd from the peace
calumet!

But across the great waters the White man
came,

With an arm of might, and a sword of
flame;

And the Red men shrank to a shadowy
band,

And faded away from their Father-land.

The race of the Saxons fast peopled the plain,
And the sails of their commerce whitened
the main;

And the murderous axe, with pitiless blow,
Laid, one by one, all my stout comrades low,
And let in the sun, at the early morn,
On the cultur'd field, and the waving corn;

Where the toils of peace, and the arts of
taste,
Gladdden the wild, and blossom'd the waste.

But the Hrcyon folded his peace-laden wing,
And the winds o'er the waves the storm
shadows bring;

For the tribute ship from the oppressor's
shore,

The odious freight in defiance bore;
But the lurid flames of the burning bark
Shot through the land an electric spark!

And a gallant band, 'neath my spreading
shade,
Rais'd a star-gem'd flag, and drew the
bright blade

Which they swore not to sheathe, when the
strife was begun,

Till Liberty's battle was gloriously won!
Loud rang the stern alarm—

Long and deadly was the fight:
But oh! it was a goodly sight,

'When Freedom, from his mountain height,
Grappled with old Oppression's arm,
'And battled for the right.'

The conflict was over and peace smiled
again,

And with Freedom, triumphant, divided
the reign;

And pour'd o'er the land a beneficent train
Of blessings unnumber'd, sent down from
above,

To gladden all hearts with contentment and
love.

rose,
Whose foundations were laid by the pride
of our foes;

A Temple of science and virtue the shrine,
Where the laurel and myrtle so gracefully
twine,

Where the long, honor'd line, St. John's, of
thy sons,

From a fountain perennial unceasingly runs:
Whence thy children, sent forth on the
world's struggling wave,

Return back, in honors, the honors you gave.
Oh! well may Lchaim in your triumphs to
share;

Since each of the sons of your fostering
care,

Or seeking relief from the noon's sultry
sun,

Or at soft eventide when the day's task was
done,

Has in turn, hail'd the shade of the Old
Poplar Tree,

And raised his young eyes with affection to
me!

And late, when the flames raged fierce at
my heart,

And the life sap, fast dried, seem'd about to
depart,

Kind friends gather'd round me and labor'd
to save

The Old Poplar Tree from a premature grave.

Nor affection, nor toil the ruin had stay'd,
When Science, invoked, came swift to my
aid—

Just breath'd on the flames, curling wildly
on high,

Then left them, o'er-mastered and shrinking,
to die.

And now, that decay is removed from the
core;

Fresh streams of new sap through my aged
trunk pour,

And renew in my limbs the vigor of youth,
As springs from its ashes, the Phoenix of
Truth.

But time will yet come when I too must
decay—

Must pass, from the green earth, forever
away!

Then remember me kindly for what I have
been—

For the long, buried ages, and changes I've
seen—

The Old Poplar Tree of the old College
Green.

The patriotism of the Whigs of Annapolis
surpassed even that of the r breh-
tar of Boston. Not content with destroy-
ing "the detestable weed," as they indig-
nantly called the tea, they caused the ship
that brought it to be burnt—and that
deliberately, in open day, and undisguised—
making the offending consignees the
willing instruments of their own punish-
ment."—(McMahon, page 408, &c.) An-
d with a taste for antiquarian pursuits
admits the tradition that the tea was un-
packed, and piled up and burnt at the foot
of the Old Tree.

The old hall of the College was begun
in its present form by Robert Eden,
last Colonial Governor, for his own resi-
dence. It remained unfinished during the
Revolution.

The allusion will be readily understood
every inhabitant of Annapolis. The
the fire of 1782

we were firing a little
a side of the Tree,
no apparent opening
suddenly startled by the
bursting forth of the flames, supposed to
have been caused by a spark from their
miniature artillery, falling through some
unnoticed aperture among the dry leaves
within. The fire soon caught the dead
wood that lined its ample hollow, raging
violently inside, and from the difficulty of
reaching it, defying for a long time the
efforts to extinguish it of a large portion of
the male population of Annapolis whom
solicitude for its safety had drawn to the
spot. It was at last subdued by the fumes
of sulphur, applied by Dr. Humphreys, the
President of the College at that time. So
far from having injured the Tree, the fire
seems to have only burnt away its decay,
and renovated its vigor—presenting now a
charred surface on the interior.

A SKETCH OF THE HISTORY OF
ST. JOHN'S COLLEGE
[Compiled from authentic sources].
No. 2.

In our last issue we presented to the read-
ers of the Collegian, a hurried sketch of
the circumstances under which Washington
and St. John's Colleges struggled into ex-
istence, after a labor of the good old State
extending through many years. We have
also seen that there was not enough of vi-
tality left, to bring to the birth the proposed
University.

When we think of what might have been
done by the State; and when, as compared
with what was actually done, we are
tempted to use the familiar quotation—
"Parturiunt Montes," etc.,

but on reflection we will not. We here
insert instead, without comment, a para-
graph cut from a journal of recent date.

"The North German States expend an-
nually on twenty Universities belonging
to them, more than \$2,500,000. The Im-
perial Government in one year expended
\$350,000 on the University of Strasburg—
The University of Leipzig, Saxony, receives
over \$250,000 a year from the State. In
North Germany there is a University to
every 2,000,000 of inhabitants; in Austria,
one to every 5,000,000; in Switzerland, one
in each 1,000,000; in England, one in
7,000,000."

It may not be thought an improper di-
gression, or entirely foreign to the purpo-
ses of this sketch to notice briefly some of
the supposed causes of the very remarkable
hesitation and delay, in carrying out what
had evidently been a long cherished pur-
pose of our forefathers. In this connection,
let us turn for a moment to the charters of
the two Colleges.

The preamble of each opens with the fol-
lowing words: "Whereas institutions for
the liberal education of youth in the prin-
ciples of virtue knowledge and useful liter-
ature, are of the highest benefit to society,
in order to raise up and perpetuate a suc-
cession of able and honest men; for dis-
charging the various offices of the commu-
nity, both civil and religious, with usefu-
ness and reputation, and such institutions
of learning have accordingly merited and
received the attention and encouragement
of the wisest and best regulated States,"

and 1784 expressing identical views both
on the subject of collegiate education and
of the duty of the State in the premises.—
The charter of Washington College pro-
ceeds as follows:

"And whereas former Legislatures of this
State have according to their best abilities,
laid a considerable foundation in this good
work, in sundry laws for the establishment
and encouragement of County schools, for
the study of Latin, Greek, writing, and the-
like, intending as their future circumstances
might permit, to ingraft or raise on the
foundation of said schools, more extensive
seminaries of learning, by erecting one or
more Colleges, or places of universal study,
not only in the learned languages, in phil-
osophy, divinity law, physic, and other use-
ful and ornamental arts and sciences; and
whereas this great and laudable undertak-
ing hath been retarded by summary incidents
of a public nature, but chiefly by the great dif-
ficulty of fixing a situation on either shore of
the State for a seminary of universal learning,
which might be of equal benefit and convenience
to the youth of both shores; and it having
been represented to this general assembly,
that it would probably tend most to the
immediate advancement of literature in this
State, if the inhabitants of each shore were to
consult their own convenience, in founding
and freely endowing a college or seminary
of general learning each for themselves,
under the sanction of law; which two col-
leges or seminaries if thought most condu-
cive to the advancement of learning, reli-
gion and good government, may afterwards
by common consent, when duly founded.

[Concluded on Eighth page.]

THE SCHOOL, THE COLLEGE, AND THE UNIVERSITY.

Address on "EDUCATION," delivered by request to delegates from the Society of Friends, December 21st, 1877, by Daniel C. Gilman, President of the Johns Hopkins University, Baltimore.

The publication of President Gilman's address is very timely, especially for the people of this State, and we hope it will be widely distributed and read. It gives a brief but succinct discussion of what may be called the four grades of Education, "the Home, the School, the College, and the University." We have not space to notice the first of these further than to say that we lament with President Gilman the decreasing attention paid by parents to home education. He well says: "Parental oversight of progress in study, as any teacher will testify, is in danger of becoming one of the 'lost arts' of society; and religious training is to a great extent given up to the Sunday school teacher." Our modern civilization rests upon the home, and not upon the public school, and if children are neglected by their own parents, they will seldom find others to take much interest in them. While praising the American public school system as "admirably adapted to the requirements of the country," President Gilman is not blind to its defects. He says: "However good the public schools may be, they will not meet the wants of all. They are adapted to the majority. They fit most cases, like ready-made clothing. They are based on the laws of average and economy. Consequently, even in the grade of primary instruction, there will arise, there must arise, it is well that there should arise private schools, corporate, individual, or parochial, adapted to special cases." And when we pass beyond the grade of primary instruction, how deficient is the provision made by the public for their children, and how much greater the necessity for individual or corporate schools! Our system of

so-called secondary instruction, even including private schools, is at sixes and sevens. There is no organization about it; it seems to be left to chance, in a haphazard sort of way, just as an individual, a religious denomination, or a public school Board may happen to establish a school of this grade. Hence it is," says President Gilman, "that the public leaving to private persons in some places what private persons leave to public action elsewhere,—our country is now lamentably deficient in a good system of secondary schools. Dr. Porter quotes Thiersch, a German scholar of distinction, as saying: 'The great want of England and America is an organized system of secondary schools; you cannot have successful higher instruction till these are provided.' No wonder Thiersch made this remark when he looked at his own admirable system of Gymnasias, which include secondary school and college in one, and give such thorough preparation for the University. Before the late war there had grown up in our neighboring State, Virginia, under private supervision, a number of schools which approached nearer to German Gymnasias than any others with which we are acquainted. We can recall now by name six or eight of these, with a number of boarding-pupils ranging from fifty to a hundred, drawn from all parts of the South, in which schools thorough preparation was given not only for the College, but also for the University itself, for the higher classes of instruction in Ancient and Modern Languages and Mathematics, to the higher classes in our Colleges. But we have not been so fortunate in this State, and since

the war these schools are but very slowly and gradually reviving in Virginia. Here, however, we note the less need a system of secondary instruction: a number of High Schools or Academies, which can at least prepare their pupils thoroughly for College. Those who have given attention to the progress of education in the State have long since noticed this, and have given earnest thought to the ways and means to supply the deficiency.

Such is the present importance of the subject that the Association of State School Commissioners, at its annual meeting in November last, passed a resolution requesting the Legislature to appoint a commission to take into consideration the subject of secondary education and to report by bill or otherwise. If our legislators will give heed to this request and appoint this commission, it may, after ascertaining the facts of the case in the different counties and carefully considering them,—be able to devise such a plan as will serve to carry forward the elementary instruction through a well-organized system of secondary schools to the College. We do not advocate the maintenance of Public High Schools or Academies entirely at the cost of the State. It is as true now as of old that "the gods help those who help themselves," and we always appreciate more highly what we have to pay something for. Therefore, the public support to High Schools should be aided by small local fees,—which, in many cases, would suffice to pay the salary of the teacher,—on some such plan as that adopted by the Peabody Trustees in distributing the income of their educational fund, those schools receiving most where the people themselves show their interest in them by contributing to their support. In the course of a few years we might have several such schools organized; in addition to those now existing, and they would annually furnish a considerable number of candidates for admission to the College.

It is when discussing the College and the University that President Gilman seems to us specially judicious. He takes exception to the general complaint that there are too many colleges in the country, and thinks the denunciation should apply not to the institutions themselves but to their names. "Kindergartens must not be called high schools; schools which are good as schools, are ridiculous when called colleges; colleges should not be called universities." After commenting on the number of so-called colleges in the country, President Gilman defines his idea of the right scope and aim of a college in our American system: "It is not a place of professional or technical study,—not a place where lawyers, doctors, preachers, engineers, army or navy officers, and teachers receive their special training. Schools for such purposes may exist in connection with colleges, but are not what we commonly call colleges. But it is a place where a foundation, liberal and thorough, is laid for future study; and where the mind is well trained, according to the best experience of the world, in those habits and traits which are essential to intellectual success.

"The college theory presupposes a good antecedent system of schools leading up to it, and formal terms of admission based upon evident fitness for higher work. It implies also the constant care and watch of good teachers, who have properly a regard, not so much for the advancement of science and the prosecution of research, as for the mental, moral and usually the religious training of the youth committed to them. It implies appointed courses of study, steady promotion from one grade to another, and final diplomas indicating that the

course has been completed." He concludes that "the multiplicity of such colleges is no discredit to the country, but that we are far from having too many of them, and that it is our duty to uphold a true college, to improve it, adapt it to our times, and liberally support it first with our sympathy, next with our boys, then with our contributions."

President Gilman has so well expressed our idea of "a true college" that we adopt it as our own, and think no argument necessary to show the necessity of "true colleges" in a complete educational system. If we are deficient in secondary education in this State, we are almost as badly off in respect to collegiate education. We have very few institutions of this grade supported by private endowment, and, without disparagement to the work (as far as it goes) done by other institutions, our own College is the only one supported by State donation which, in virtue of its organization and course of study, is doing strictly collegiate work; and this it owes entirely to the State appropriation. Hence the necessity for a continuance of this support if we are to have true collegiate work done in the State of Maryland in connection with our public educational system. It used to be thought that our College was local in its operation. A mere inspection of its Catalogue will show the contrary. Our students come from Garrett to Worcester. Our young alumni may now be found in every county in the State. They are gradually entering the different professions and other occupations of life, and will, in course of time, become men of influence in the State, as many of the older alumni are already. The amount expended in support of the College is really returned to the State with interest. We must give our boys a collegiate education, and that too within the State. Because everybody cannot avail himself of it is no reason why means should not be provided that some may do so.

at the public expense. To use the words of Professor Huxley in a recent address:—"The talent of youths of real genius should be fostered irrespective of any monetary cost. Men like Faraday, Davy, or Watt were not to be estimated by the value of money." Whether any of our students will ever become a Faraday, a Davy, or a Watt, remains to be seen, but the opportunity at least should be afforded.

The College, then, is a necessary, an integral part of every educational system. It must serve as the *terminus ad quem* for all grades of schools below it, and it will supply the final grade of instruction, the foundation for life's work, to the large majority. But there may be some who will not be satisfied with a collegiate education, who may wish to pursue special studies further, or to engage in professional studies. For them the University exists. Let us see what is President Gilman's idea of a University.

"It certainly is not an old college, nor a great college, nor a rich college; it may not be a college at all; it may comprehend one or many colleges. Its functions are various, but among the chief are these: to perpetuate the thoughts and experiences which have reached us from the past,—this is a conservative function; to increase human knowledge by researches in the laboratory and the library,—this is its progressive function; to educate advanced scholars in all liberal sciences,—this is its general didactic work; to provide instruction in professional branches, law, medicine, theology, &c,—this is its special didactic work; to confer degrees and diplomas as an incentive to scholarship and for the security of

the public,—this is its defensive power; to build up libraries and scientific collections and to encourage learned publications,—these are essential conditions of its vitality. Such an institution, as compared with a college, is more complex, elevated and costly. The ideal may never be fully reached,—but the nearer it is approached the better for mankind."

Such then is the University, and such a University the Trustees and Faculty of the Johns Hopkins University are endeavoring to create in Baltimore. We in Maryland are peculiarly fortunate in having such an institution established among us, and provided with such an endowment as to lead us to expect that we shall in course of time be the possessors of a real University, not a sort of higher College, which is the character of most of the so-called Universities in this country. Let us keep distinctly separate the functions of the College and the University. Let neither trench upon the domain of the other, but let each do its appointed work, and let both work together for the advancement of the cause of education in the State. The great want in our State is the lack of correlation between the different grades of education, especially between higher and lower education.

With our public school system developed so that efficient High Schools or Academies, preparing their pupils for college, may be scattered through every county, and our private schools arranging their studies to correspond to the requirements for admission to the colleges of the State, these institutions might be enabled to devote all their energies to strictly collegiate work, to deepen and strengthen the foundations for future studies which they are endeavoring to lay. Then students would enter the University prepared to profit by the instruction there given, to pursue professional studies, or special studies, as far as the increased means and appliances of the University will permit; and the University

work, and be relieved of the necessity of supplying the deficiencies of the colleges. Is it too much to hope for such a correlation of education in this State? Is there not enough public spirit and enough interest in the subject to take the question in hand and devote time and patient labor to its practical solution? We commend it to the earnest consideration of both legislators and educators in the State.

LOCALS.

250? !!!
Westward Ho!
Do. 11 : Q. E. D.
To Anglo-Saxon: It. I. P. To the rear,
March!

Investigations. "Let no guilty man escape."

There is talk of a Dramatic Association at St. John's.

A senior translates "Sub hoc signo vinces," which he saw on the design of a Society badge printed in the University Missourian, "Conquer, O Mouse," under this standard.

Some one is charged upon the Librarian's book with one "Anglo-Saxon Lexington." Rumor says a senior of "little hatchet" fame and intimately connected with the Revolution "did it with his little"—per.

Truly, the pen is mightier than the sword. Very little is now heard of the Military Company. It is to be hoped that this is due to the fact that the Semi-Annual Ex. have succeeded in engrossing the attention of the members to the exclusion of everything else. We doubt not the interest in it will revive in a short time. The interest so

should not be allowed at this age to go down. Of late it has become quite fashionable at the English Universities to form private military organizations, since they afford a pleasant pastime as well as splendid physical exercise.

The arrangement of the late examinations of the Senior Class has called forth much criticism. It seems that all of the other College classes had at least one day off, while the Seniors, with the exception of Saturday and Sunday, had no day between their examinations, which lasted from the 5th to the 15th of February, inclusive. To crowd 8 examinations of 5 hours length within 10 days is certainly not a sanitary measure; but when you add to this that to review the work of the term one cannot retire until 2 or 3 A. M. and is then compelled to rise at 6 A. M. every day, it becomes a factor in the derangement of one's health which cannot be eliminated by any profession of hostility to *examining*.

The Public Debate arrangements are fast being pushed since the end of the examinations. The executive committees of the Societies have agreed upon the following preliminary measures, viz.: That the number of debaters be two from each society; that each debater shall be entitled to two speeches, and that the debate shall take place on Friday, 26th of April. These measures have met with the approval of both societies. The following gentlemen have been chosen to represent the societies as debaters upon that occasion: from the Philokalian Society, Messrs. GEORGE A. HARTER and J. FRED. GENTRUM; from the Philomathean Society, Messrs. SYDNEY E. MUDD and J. SHILES CROCKETT.

The term of the present editors expires with this (February) number. The following named gentlemen have been chosen to constitute the Board of Editors for the coming term: Messrs. GEO. T. MARTIN and H. A. STUMP from the Philokalian Society, and Messrs. S. E. MUDD and A. W. WRIGHT from the Philomathean Society. Mr. ROGER S. POWELL of the Philomathean Society has been appointed by the Philokalian Society (whose time it was to elect) Business Manager. The rule is that the Business Manager elected cannot be a member of the Society electing.

A POLITICAL DANGER.

While the country is congratulating itself upon the suppression of the various socialistic movements which clouded the political horizon of last summer, it may not be inappropriate to pause awhile amid such happy reflections, and see if there be not still traces of the pernicious influences then engendered. And in this survey, we think we will find matter for rather unwholesome contemplation. We will find that instead of there being cause for public rejoicing, there is rather ground for apprehensions of the gravest nature.

For, although the movement to which we above called attention, and at which the whole country stood aghast during the period of its actual manifestations, has to all appearances subsided, it is still lurking obscurely, yet ominously within our midst.

The "Workingmen," if the communistic rabble who bear this appellation may be so termed, are by no means daunted by their failures, but seem indeed as if they were recruiting their energies for a more determined outbreak when the condition of the country shall most favor it. They have recently been holding meetings in the principal cities of the country in greater numbers than ever, and this also with deliberation and union, instead of the spasmodic gatherings which precluded effective

co-operation in the past. They do not, however, come forth in the broad daylight of discussion for the dissemination of their erroneous views, as they once made pretensions to, but conduct, or at least endeavor to conduct, their whole proceedings in concealment, so that in addition to their distinctive feature of socialism, we have now to deal with that mysterious character of secret societies which so long retarded the progress and baffled the vigilance of Europe.

They do not, it is true, indulge in riots or any open resistance to rightful authority; but the essential principles through which they came into existence, and were sustained during the fitful crises of their transient warfare, they still no less forcibly reiterate, and it is evident that but slight provocation is needed to stir up a renewal of action, so long as they cherish the principles upon which disorder and communism are founded. Such then is the status in quo of the so-called workingmen.

And while the elements of communism are thus quietly maturing within our very midst, there are circumstances of a kindred nature which may easily be converted into instruments for the furtherance of its designs.

It is a startling fact, that at this period of our national greatness, in this land of freedom and plenty, there are about three millions of unemployed persons, who, having nothing to lose, naturally grasp at civil commotions as a chance for the improvement of their conditions. These, with rare exceptions may be classified under the general term *tramp*, and thus denominated, need but little description. So versatile are his contrivances for support, and so unscrupulous his pursuit of them (when unaccompanied by honest toil), so morally and intellectually opposed to industry and unsusceptible of all kinds of reform, that he has thus far baffled all influences of philanthropy and civilization, and threatened to become a social force of a most dangerous and hitherto unprecedented kind. Such a class it is which furnishes the most available material for strikes and riots like those which we have recently witnessed. The workingmen have only to take the lead, they have only to vindicate a spirit of restlessness under authority, and the tramp seizes the opportunity for plunder, it acts like a fire-brand upon his morbid yet inflammable nature.

Thus it is that under the outward appearance of order and tranquility the agencies of socialism are being fostered. And it needs but a few steps farther under the shield of impunity to gather the materials of a Paris commune, or a Wat Tyler insurrection. Such a picture as this may possibly seem overdrawn. It will appear incredible, ay, even the very assertion will be spurned, that such socialistic tendencies can ever obtain foothold upon the soil of republicanism. Yes, so seemed our Labor War of last summer, before it came on so reasoned Utopian theorists and believers in republican infallibility at that time, and so perhaps they will reason again. They scorned to make provision against a thing so inconsistent with cherished republican principles—scorned it, I say, until it threatened the subversion of the entire government, but then it was too late to avert it. Even eliminating the prospective influence of the so-called workingmen, the tramp himself will become a force which is naturally inclined to communism, and calls for prudential considerations on the part of the "powers that be."

Such tendencies as these are indeed inconsistent with republican institutions, for although in the latter socialistic theories

may easily be propagated from the entire freedom of thought and discussion upon all subjects, tolerated yet as they are supposed to exist for the people, it is somewhat unnatural that the class which chiefly constitutes the people should be foremost in their opposition to them. This, however, does not justify a lack of precaution against such tendencies when manifest; but, on the contrary, from the very fact of their inconspicuousness, from the very fact of the unnaturalness of the relations which they introduce, it behooves all lovers of free institutions to unite in their opposition against them, and to use their utmost endeavors in stemming the current which is now evidently swelling.

Sad indeed will it be, when in the history of republican government it will be found inadequate to the high purposes for which it was called into existence. Sad indeed will it be, when the European governments will have been justified, and when we will have to bow our head in humiliating submission before the taunts of an interested world, in acknowledgment of our inability for the solution of the greatest problem of all ages—the harmonious adjustment of the reciprocal relations of the different classes of society; and when democracy, hitherto the constant guardian of liberty, and the handmaid of civilization, shall be regarded only as fairer name for the anti-progressive agencies of socialism and anarchy. When such shall be the case, security must needs seek other defenders, and strong government will inevitably ensue; reaction will be the watchword of the hour; the theories of local self-government will have been futile, and will recede with the gradual retardation of social and political evolutions.

Democratic governments presuppose and are therefore only possible under an advanced state of civilization. Whatever conflicts with civilization, as socialism does, must consequently endanger democracy.

The present condition of the country is by no means ill-suited to the dissemination of false political theories. For to say nothing of the seemingly interminable presidential question which so inflames the passions of all sections, the country is infested with wild financial heresies whose influence on the current social questions time alone will evince. To these, in a great measure, our popular disturbances are due; it cannot be expected, therefore, that they can be eradicated by schemes for their perpetuation.

And in these also, whatever may be their respective merits, we see the representatives of the people not steadily pursuing their own convictions for the public good, as became the statesmen of a great nation, but openly, and even avowedly, sacrificing all other considerations for the favor of an illiterate rabble. Few indeed of these can be said to be gifted with much of that spirit and that sense of moral, as well as public, duty, which in Edmund Burke caused him to sacrifice the opinions in preference to the interests of his constituents. In view of these facts, it becomes all lovers of constitutional government to divest themselves of all party prejudice and turn their minds to the consideration of a question which now for the first time we may say, is exciting serious alarm within this country. The social heresies of the Rhine must not be fostered—they must be forced out—they must be driven back to the land of their nativity. When this has been done and the causes which gave birth to it have been repressed, the normal condition of the country will be restored; the prosperity of the past will be greater still in future, and even our adversities will not have been without reward.

MARCO.

COLLEGE RANK OF DISTINGUISHED MEN.

The last number of *Scribner* contributes a large amount of valuable information on a point of great importance to undergraduates of Colleges. Very erroneous impressions are prevalent among college students as to the relation of college life to life in the great world. It is a popular fallacy that the hard-working men of a college are, if not absolute dullards, at best men of small calibre, while the reading men, as they are called, who rely on their wits for daily recitations, and on spurts for examinations, are the smart fellows of the college, the men of brains and genius. As a corollary they conclude that the first and highest places in all spheres of after life are not attainable by those of the first class, while they are the natural birth-right of those of the second. Now, if the most highly scientific definition of genius is a true one, this theory is contradicted as fully as a speculative opinion as it is as a matter of fact. Newton defines genius as "patient attention." Helvetius, as "nothing but continued attention." Buffon, as "a protracted patience." Cuvier says "it is the patience of a sound intellect, which truly constitutes genius." And Chesterfield adds "it is the power of applying an attention, steady and undissipated, to a single object, which is the sure mark of a true genius." But the theory that the brilliant idlers of a college life are to be the foremost men of the future is even more fully contradicted by the facts of the case. Nature gives a hint of something of this sort, when she teaches that nothing is more useless for all practical purposes than the gay and beautiful butterfly.

The article in *Scribner* is a carefully collected series of facts bearing on the question. It takes as the colleges from which it makes the selection the most prominent of the American colleges. Of the graduates of Harvard during first half of the present century, who have gained renown in after life, four-fifths ranked among the first of the class. At Yale nine-tenths of all the distinguished graduates between 1819 and 1850 were among the first scholars of the class to which they belonged. The twenty-five most distinguished men who graduated at Amherst between 1822 and 1850 were, with one or two notable exceptions, excellent scholars. Nearly all the distinguished graduates of Dartmouth gave promise of their future while at College. The Statistics of Scholarship at Bowdoin indicate the same conclusion. The earliest won honors of the scholarly have generally been the college honors of high attainments. Presidents Woolsey of Yale, Eliot of Harvard, Porter of Yale, Seelye of Amherst, Smith of Dartmouth, Walker and Felton of Harvard, and Professors Bowen, Lovering, Benjamin, Pierce, Child, Goodwin, Loomis, Dana and W. S. Tyler occupied the highest positions in their respective classes. The same is true of our most distinguished literary men: as George Bancroft, W. H. Prescott, Palfrey, Motley, Emerson, Edward Everett, Longfellow, Ripley, Oliver Wendell Holmes and William Cullen Bryant. Hawthorne does not seem to have attained college honors, although, as Prof. Packard says, "he wrote fine Latin and English," and adds, "perhaps he requested not to have one." Our Collector of College Statistics says "the College rank of distinguished clergymen has not been, as a whole, as high as that of distinguished scholars and writers, although it has been conspicuous for its excellence."

The great lawyers of the country have, as a class, won distinction for high scholarship. It is only necessary to give the names of a few of them, as Daniel Web-

ster, Rufus Choate, Benjamin R. Curtis, Richard H. Dana, Jr., Salmon P. Chase, George S. Willard, Caleb Cushing, Robert C. Winthrop and William Pitt Fessenden. Many other illustrious names might be added to this list, but it would be injustice to our State not to include the name of William Wirt.

English History is even more replete with illustrations of the same principle. Of the more prominent Bishops and Clergy of the Church of England we can scarcely find one who did not receive University honors. Among statesmen will occur the illustrious names of Pitt, Peel and Gladstone, who received a double first in their respective years at the University. The testimony of Macaulay, the man who read Tacitus and Thucydides for amusement, and who as poet, brilliant essayist, historian and statesman has had few superiors, has an important bearing on the point before us. (Life and Letters of Lord Macaulay, 2 vol.) "It seems to me that there never was a fact proved by a larger mass of evidence or a more unvaried experience than this: that men who distinguish themselves in their youth above their contemporaries almost always keep to the end of their lives the start which they have gained. Take down in any library the Cambridge Calendar.—There you have the list of honors for a hundred years. Look at the class of wranglers (First) and of junior optimes (Third), and I will venture to say that for one man who has in after life distinguished himself among the junior optimes, you will find twenty among the wranglers. Take the Oxford Calendar and compare the list of first classmen with an equal number of men in the third class. Is not our history full of instances which prove this fact?—Look at the Church or the Bar. Look at Parliament from the time that Parliamentary government began in this country—from the days of Montague and St. John to those of Canning and Peel. Look to India. The ablest man who ever governed India was Warren Hastings, and was he not in the first rank at Westminster? The ablest civil servant I ever knew in England was Sir Charles Metcalf, and was he not of the first standing at Eton? The general rule is, beyond all doubt, that the men who were first in the competition of the schools have been first in the competition of the world." These Lessons of reason and fact are fully confirmed by the sacred apothegm: "Quæ cum seminaverit homo, hæc et metet."

Cornell has raised \$1,800 to send a crew to England.

Of the 375 members in both Houses of Congress 191 are college men.

At Harvard, the Seniors have been allowed the privilege of optional attendance on recitations.

At the recent inter-collegiate contest in New York city only a few colleges were represented. The I. L. A. seems to be in the last throes of dissolution.

Colby University is happy on account of the reception of a bust of the poet Milton. It is the bust which was modeled twenty years ago, in Rome, by Paul Akers at that time, according to Hawthorne, "a young American sculptor, of high promise and rapidly increasing celebrity."

The University of Tuebingen is 400 years old, having been founded by Count Eberhard in 1477. Its fourth centenary has recently been celebrated by a three days festival, devoted to the reception of old students, processions and speeches. The University has had among its students, Meibach, Kepler, Schelling, Hegel, Denckler, Schiller and Uhland.

The Maryland Collegian.

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Editors from the Philomathean Society:

J. S. CROCKETT. S. E. MUDD.

Editors from the Philokalian Society:

G. A. HARTER, J. F. GONTRUM.

Contributions and correspondence on suitable topics solicited. All articles will receive fair consideration. Rejected MSS. will not be returned. All communications must be addressed to

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NOTICE.

The next number of the *Collegian* will be issued March 20.

APOLOGY.

Owing to increased labor incidental to the examinations the present number of the *Collegian* has been considerably delayed. Examinations are imperative; and when they are so arranged that there are no intervening days for study, as has been the case in the last schedule, very little time is left for attention to extraneous matters. We deem this apology necessary to those of our subscribers who have been wondering at the cause of the delay. Henceforth the paper will appear regularly about the 20th of each month.

VALEDICTORY.

With this issue of the *Collegian*, three of the four editors close their ink wells and generally pick their teeth with the editorial. They draw a long sigh, but it is not so much a sigh of relief as a sigh of sadness. Long association with the *Collegian* has rendered it dear to them, and although it has been a source of much trouble, it has at the same time afforded many moments of pleasure and gratification. The editorial position is attended with a pleasure of a peculiar kind, which no one can appreciate unless he has at some time or other been an editor. As a postulate, it may be stated that there are difficulties of a peculiar kind to be overcome, and how to solve the problems presented to the editorial "we" can be learnt only by experience.

The board of which the retiring members constitute a part was elected in the Spring of 1877. Being the pioneers in the editorial field at St. John's, they felt upon their shoulders the weight of a great responsibility. Much suppressed excitement, much discussion, much anxiety prevailed amongst them on the eve of the appearance of the first number. Excitement over the prospect of appearing in print as the "editors from the Philokalian Society, etc.," "editors from the Philomathean Society, etc.," discussion over the form of the paper, the character of the matter, and where certain articles should be placed; anxiety about the criticisms which the "first impression" should receive.

The last form of the first number had been "struck off," and the Business Manager had made out his exchange list, and the editors waited impatiently for the result. To their supreme satisfaction, the college press and the press of Maryland gave none but complimentary notices. These notices only added fuel to the already glowing editorial

enthusiasm, and lo! they discovered that the *Collegian*, in the form which it had assumed, was too small to afford room for their rapidly expanding energies. It must be enlarged.

Previous to the summer vacation, the old board was re-elected for the first term of the present scholastic year. The societies had looked favorably upon their recommendation to enlarge the *Collegian*; and soon, from a small four-page paper, it developed into a neatly-printed eight-page monthly. Subsequently, tinted paper was substituted for ordinary white, and the present style and dimensions of the *Collegian* will compare favorably with most of our exchanges.

To the new editors we extend our sympathies and our congratulations. They will find, however, that all in all, editing the *Collegian* is pleasant work. But, "*Quo difficile, hoc præclarum!*" The vexations are many and multiform, but here and there, to grow poetic, the silver lining of the cloud appears. We have no word of advice to offer them. This important duty we leave to our remaining brother to give and practically illustrate. However, we might suggest that the three new editors consult their unabridged for expletives to meet the requirements of certain interesting duties connected with the editorial position.

The familiar faces of our exchanges we hope still to have the privilege of viewing; and to them we can say, "If you have tears, prepare to shed them now," for the individual who generally wrote the exchange notices is on the retired list.

Under the efficient management of Mr. H. A. Stump, the paper first acquired its present valuable advertising patronage, and to his management the business success of the *Collegian* is largely due.

With many thanks to all who have encouraged our efforts, we make our most graceful bow and exit.

SENIOR STUDIES.

Prominent among the questions which have lately been agitated, growing out of the increasing practical character of the age, are the numerous attacks made upon the prevailing systems of higher education. The representatives of each side have overshot the mark and have often been led by their enthusiasm into assertions which it would puzzle them to substantiate. But the utilitarians may be divided into two classes: 1st those who believe in education for a particular pursuit but who acknowledge that such education ought to consist in the exercise of the mental faculties; 2d, those who consider education simply as a collection of facts stored up in the mind for future use. The principal opponents of the former class profess to believe in the symmetrical growth of the mind and frequently recommend one course of instruction to all. Without discussing the relative merits of these opposing theories it will be sufficient to say that the supporters of the so called symmetrical growth are those who, blind to the fact that the Middle Ages and the enthusiasm resulting from the Revival of Letters are things of the past, have indulged too much their tastes, and desirous for the return of the days when a man to be a philosopher had only to understand Latin and Greek, they use these methods as the one best adapted to their purposes. But it would be fortunate if this were the only objection to higher education. For the second objection is from its very nature destructive to the highest principle of education. Its advocates say that the purpose of education is not to exercise the faculties of the mind but only so furnish it with a certain complement of truths. This is the worst and most

characteristic form of utilitarianism. It consists of a total subordination of future to present good and a disregard of man's own nature. Man could easily agree to an unsymmetrical education, which would brighten up at least one side of his nature, but he could never be willing while he has the slightest appreciation of his interests to surrender the first principles of his nature and become a walking encyclopedia.

Whether education be viewed as special or general its highest object is the exercise, the cultivation of the mind. And while the acquisition of facts is necessary it must be considered as secondary in point of importance in education. Education is a thing of youth, the acquisition of knowledge is the work of a life time. How unreasonable is it then to encroach upon youth, a time so well adapted to education, with a collection of bare facts.

But as to the proper order of studies there is another and important question.—For the causes which war against the adoption of a proper sequence are many and powerful. Among them may be enumerated the tendency of Mathematics and the Classics, while they oppose each other, to monopolize everything, and the ever-increasing animosity between the Philosophy of Matter and what is called the Philosophy of Mind. But even these latter (especially the study of Matter) tend to assert their right to a greater amount of time in education than that to which they are entitled. But this is of little consequence since they occupy the higher places in education can not be dragged into the lower classes; but Mathematics and the Classics, on the other hand, occupying a place in the lower classes may by a false appreciation of their merits as educators be kept up until the very end of the course to the exclusion of the higher branches. But still more to be dreaded is the ever increasing tendency of Comparative Grammar, which belongs to the University as much as does Law or Medicine, to make its way into colleges. For since this supposes a previous knowledge of the languages themselves it must occupy a place near the end of the course and will thus be apt to detract much from the higher and more important studies of Mind and Matter.

While no course of study can be said to be perfect, and while altogether we think that there is no maxim which better illustrates the true course than *clacum a son gout*, yet there are certain rules which, promulgated by the best authors as well as by the dictates of common sense, form the very foundation of the science of higher education. None of these is laid down plainer, none is harder of denial than that Language and Mathematics belong to the first part of education, and that Philosophical studies should occupy the whole of the time of the higher classes. The study of words naturally precedes that of ideas, the study of Mathematics that of Natural Science, the study of History that of the Philosophy of History. The advocates of these lower branches of education should be taught that they are of no good *per se*, but only as they promote those sciences for which they prepare one and indirectly for the arts of which these sciences form the bases. And, moreover, that these studies should not in any course be carried to such length as to interfere with those ends for the accomplishment of which alone they ever found way into the course. Roots and inflections excite only disgust in the mind once introduced into the mysteries of Nature. Thus the Classics and Mathematics and Anglo-Saxon if kept in their proper places are good enough, but when out of their spheres they deserve derision.

EXAMINATIONS.

Now that the ordeal of examinations is over, and the "revelations" consequent thereon have been made, a few remarks pertinent to the same may not be out of order. Examinations, as a general thing, we of course think to be quite proper and useful; yet there are, especially with us, sundry abuses of them which greatly obscure their true ends and advantages. The end of these, though directly made use of to ascertain the relative standing in class, is ultimately, or ought to be at least, the increased improvement of the student. As regards the former there is no need to speak, since in itself it is of no real benefit. The latter, however, is a matter of great consideration, inasmuch as they may not only not be of any positive advantage, but may be, and indeed very often are, of an immense disadvantage to the student undergoing them. Although recognizing the necessity and duty of a diligent study of the curriculum, yet we respectfully submit that there is such a thing as studying too much. There is such a thing as overtaxing one's energies, and this is often the case during our half-yearly examinations. For in these, and the one just passed through is a notable instance, an examination in some one room was held nearly every day, thus leaving an interval of but a few hours between any consecutive two, in which, to any one who will consider the matter, it is manifestly impossible to review, or half review, any single branch in the course. Now what is the consequence? In the first place, wholesale cramming, involving a confused muddling of whatever has been acquired during the term, a burdensome toiling over books during the late hours of the night by the dim light of a candle, for the gas is turned off as ever at half past ten, a feverish anxiety as to the result of such toil, and withal such a consequent mental and physical prostration as renders what should be an improving and pleasant task a mere fruitless drudgery. Certainly, there is no mental discipline in this—there is no learning in it. Memorize the student may, but thought cannot enter into such work. Even what he commits to memory he seldom retains more than a day or so, sometimes, indeed, forgets it before the long hours of the examination are over. What then is he to do? He naturally wishes to "pass," even when the chance for real learning is over, to use a familiar term, he *gouges*, and as greatly as we condemn the latter, we cannot in this case much blame him. The result of the whole matter is that the student looks forward to the examinations with dread, and at length unconsciously regards them, not so much designed for his own improvement, as a sort of penalty or revenge inflicted by the faculty. But, perhaps it will be asked, why do's not the student review his studies before the examination comes on, so as not to be reduced to this necessity of cramming? No one, however, would ask this who is aware of the fact that our regular recitations are continued up to the very day of examination, and that with the exception of one or two rooms not a word of reviewing is done in class at all. Now to any one who knows anything about it, it is obviously impossible to do any appreciable reviewing or any other extraneous matter so long as the regular daily recitations have to be studied. We respectfully call the attention of the faculty to this matter, and trust that they will not be adverse to our suggestions. We are led to do so out of no indifference whatever to them, but from a pure regard for the interests of the students and the College, both of which we feel certain will

be greatly benefitted by a proper remedy of the evils adverted to. There should be a certain part of each term devoted to reviewing, or, if not this, at least ample time for the same purpose during the examinations themselves. This may somewhat limit the range of studies, it is true, but will render more effective what remains. In regard to the Senior Class, whose studies are chiefly of a speculative nature, and such therefore as require maturity and originality of thought, and where the inadequacy of mere memory work is obvious, the necessity of such change is especially manifest.

PERSONALS.

At the recent commencement of the Maryland University School of Medicine several of the Alumni of this College were among the graduates, viz: Messrs. T. Burton Brune, James Billingslea, Losey O. Towles, Councilman.

Mr. Albon D. Johnston is in business in Baltimore.

Mr. James L. Whiteside visited the College recently.

We are compelled to cut short our "column of personals" in this issue, owing to the lack of information from Alumni. We hope that this suggestion is not wasted—ALUMNI, LET US HEAR FROM YOU. Cut this out and paste it in your hats.

LOCALS.

"The gentlemen from Howard" believes in retrenchment and reform. Going up to the clerk's desk the other day, he picked up a nice-looking tooth-pick, and after using it to his entire satisfaction, quietly replaced it upon the desk. This gentleman is not a member of the Legislature.

The same gentlemen, searching through the ruins of a once fine building, came upon a marble basin, viewing it with an air of analytic criticism, he exclaimed, "Fine spittoon."

The question now perplexing the Sophomoric mind of "Harry" is, how does "tin-tag" tobacco sharpen the teeth?

Present prospects indicate that considerable interest will be taken in base ball and boating during the coming term. We understand that the midshipmen have challenged us to a game of foot-ball. Hope the challenge will be accepted.

A Senior recently had some cold water voluminously poured between his "Washington" collar and his neck, and after vainly attempting to retaliate, he went to his room and became terribly indignant over the matter, renouncing such "nonsense" in the strongest terms, and anathematizing water as used only for religious purposes. We wonder if he knows how oxygen is obtained.

Now's a chance for promotion! Great excitement prevails. Who'll be the lucky man! An important position in the company of the St. John's cadets vacant. Second Lieutenant H. Arthur Stump has resigned, and made room for some ambitious embryonic Napoleon.

As examinations are now over, out-door sports are beginning to revive. Foot-ball and base ball are beginning to receive some attention, and if the fine weather continues, the spring campaign will soon open. The military enthusiasm, also, seems ready to spring up again. The first drill since the Christmas vacation was held a few days ago and was participated in by quite a number of the veterans of ante-examination days.

Mr. H. Arthur Stump having been elected one of the editors of the *Collegian* from the Philokalian Society, has resigned. The position thus made vacant has been filled by the election of Mr. C. E. Linthicum.

CORRESPONDENCE FROM THIRD FLOOR.

As your correspondent was passing leisurely down one of our main streets, West street I believe, several evenings ago, he espied a Third Floorman standing in the doorway bidding his sweetheart goodnight, and as the correspondent disappeared down the street he heard some such soft and celestial adieu as, "good night, sweet bunch of onion tops."

Several Third Floor men were trying during a religious discussion in Room No. 29, to think what the first commandment was, when an ardent neighbor suggested that it was: "I am the Lord thy God who brought thee out of the land of Egypt, out of the house of bondage."

Spring fever, on account of fine weather, having become an epidemic, several Third Floor men have succumbed to its influence and have gone home. One left in such a hurry that he forgot his big Saratoga. The gentleman's room-mate after very grave deliberation determined to send it to him. The trunk being one with a spring lock, the room-mate enclosed in an envelope and put in the tray the key and a note directing the owner to pick the lock with a gaiter book.

PI.

A Prep. after hearing a Junior speak of "a dog after Landseer," innocently asked, "Did he bite him?"—*College Index*.

[A gent at this College thought that Landseer was a dog.]

There is an enterprising linguist in college who compares his exercises with those of several other members of his class. He modestly terms the operation "Comparative Philology."—*Va. Un. Magazine*.

A Freshie always sits on the opposite side of the room from his girl; a Soph. occupies a chair on the same side of the room; a Junior sits on the further end of the same sofa that his girl occupies; but a Senior—oh, my!—*Etc.*

"I'm glad I don't like celery." Said a Fresh. at the club table the other day.—"Why are you glad of that?" "Because if I liked celery I should eat it, and I hate it." This is a joke.—*College Index*.

How can Virginia talk of repudiation after this exhibition of financial shrewdness by one of her promising sons at the University?

He was standing before his door on West Lawn when an old negro with a bag of pine knots came up and "bossed" him to buy.

"The price for dem all, boss, is fifteen cents."

"Well, uncle, give me ten cents worth."

Thinking this young man was a "soft snap," the vendor laid on the bricks about one-fourth of his store.

"Now, uncle, you take these back and give me the five cents worth in the bag."

The old negro's tawny skin grew visibly pale with disappointment and grief. The student gave him a nickle and walked into his room the happy possessor of about three-fourths of the bag, and "all for the small sum of five cents."—*Va. Un. Mag.*

An Amherst Freshman solemnly swore to his mother that he would not take the valedictory. At this the college press is disposed to grin; but that student displays a great deal of philosophy and moral courage.

CHEMICAL DITTY.

INORGANIC.

Oh! come where the cyanides silently flow,
And the carburets droop o'er the oxides below;

Where the rays of potassium lie white on the hill,

And the song of the silicate never is still,
Come, oh, come!

Tumti, tum, tum!

Per oxide of soda, and uranyl-um!

While alcohol's liquid at thirty degrees,
And no chemical change can effect manganese;

While alkalies flourish and acids are free,
My heart shall be constant, sweet science, to thee!

Yes, to thee!

Fiddledum dee!

Zinc, borax, and bismuth, and H.O. plus C.

—London *Punch*.

THE MAN WHO NEVER SMILES.

[From the Springfield Republican.]

Gov. Rice is asked to pardon one O'Donnell, of Milbury, from Charlestown, and a gentleman who recently visited the State prison thus tells his story: "Gentlemen," said the Warden, "I want to bring before you one of the most remarkable cases we have in the prison. We call him 'the man who never smiles,' and I wish before he comes in to tell you his story. He seems to be a man of more than ordinary ability, one of the better class of substantial, frugal Irish citizens, who owned a small place in one of our manufacturing villages, where he resided with his family of grown-up sons and daughters, all permanently employed and in comfortable circumstances. The old man had a fine garden, on which he bestowed his leisure hours, in a part of which was a fine lot of cabbages. It seems that the boys in the neighborhood had a habit of trespassing on the old man's garden, until he had determined on getting rid of them by firing his gun to frighten them away. One night, hearing some one in his garden, he took down his gun, and, getting behind the hedge, fired into the garden, as he claims, without aim or seeing any one to aim at. But the report of the gun alarmed the neighbors, who on rushing into the garden found the lifeless body of a young girl shot through the heart. The old man when told what he had done was struck dumb. He was arrested and sentenced to imprisonment for life. He has now been here for ten years, and his face has become as marble; there is no hope; nothing but the sad remembrance of that dreadful night. In Ireland they have a superstition among the young girls that whoever in Halloween shall place a cabbage over the door will marry the first young man who enters the door afterwards. And this, it was proved, was the errand of the young girl in the old man's garden. But instead of a wedding she found a grave."

THE AGRICULTURAL COLLEGE.

The *Marlborough Gazette* has been publishing a series of letters from Mr. B. Maurice, formerly a professor in this institution, giving some facts in its history. The past reports of the President and faculty have not been marked by perspicuity or candor, and the statements here made seem to clear up some points obscured by their treatment. This is the second instance where a professor in the college, who has been superseded, has given the public some surprising information as to its management, methods and discipline.

It will be remembered that it was Professor Worthington who showed, in a letter published after his removal, that although the catalogue for an entire year contained the names of only seventy-six pupils, thirty-seven of them were boys being prepared for the U. S. military and naval academies; and that during the same session the agricultural community of Maryland furnished but seven representatives.

A FEW OBSERVATIONS ON HUMAN NATURE IN AND AROUND COLLEGE.

No. I.

At many of our institutions of learning, chairs of various kinds have been established, such as Journalism, etc.—chairs which the institutions of the past "never dreamt of in their philosophy"; but it remains for some individual to achieve everlasting glory by endowing a chair of "Human Nature" in one of our colleges. Perhaps Ethics approaches more nearly to this branch of learning than any other study; but it is too abstract, too general, too theoretical, to give any but the most indefinite idea of that most sublime of studies "Human Nature." If any one, therefore, has a surplus of legal tender, and wishes benevolently to endow a professorship, we suggest that such a chair be instituted.

In order to render such a study more practical, living specimens should be brought into class-room, which, while assisting in the elucidation of the subject under consideration, could derive personal benefit from the remarks and conclusions of the professor. This College is particularly fitted for such a professorship, and such a professorship would be of particular advantage to this College. Specimens illustrative of every phase of human nature may be found here; and who knows but that in this manner the great problem of human life might eventually be settled. No longer, then, would men ponder over the destiny of men; no longer then would the perplexed philosopher grow desperate over the question "whence we come, what we are, and whither we go."

"In taking a retrospective view of the past," as has often been said before, we discover many characters looming up in the mists of by-gone days, whom we would like to hold up to the gaze of the "kind reader," but "*De absentibus nil nisi bonum*," to change the words of a time-honored adage. Besides, the present affords ample illustrations, and it would not be necessary to resuscitate those long since without the pale of memory's fitful glare.

Before showing that this College could afford specimens for the practical study of human nature, we desire to state distinctly that the Faculty are not excluded from the "observations" which we propose to "observe." Not that under the guise of general criticism we wish to attack that dignified assembly; but because we think that some of them would be admirable specimens so show the higher virtues, the purer emanations, of the nature of man. Our remarks must relate to both students and professors. The allusions, moreover, in this paper are of a very general character. As Sir Wm. Hamilton pertinently remarks, "it is usual before entering upon the regular consideration of the subject, to premise a general survey," etc. Consequently we divide the inmates of the College into two great classes—PROFESSORS and STUDENTS. The consideration of the former we postpone for the present. The latter are in turn, subdivided into two great classes—CONFORMISTS and NON-CONFORMISTS. A student will be found to belong to one or the other of these classes, but they are again divided into several divisions, according to additional individual peculiarities. We shall make a few comments upon the *Conformists* and *Non-Conformists*, in this article. In a future paper we shall enter more into details, and endeavor to present pictures more elaborately finished, bringing in the Faculty as a background in the grand consummation.

The first character which we wish to portray is the *sanctimonious student*, a type

of the *conformists*. The sanctimonious student, like the moon in its revolution around the earth, presents only one side of his character to that central body around which we all revolve, the Faculty. He attends recitations regularly; never "reports sick," unless he is absolutely compelled to do so; studies his lessons with unabated diligence during the whole term, and is never absent from church. He always takes magazines from the Library, but does not find time to read them owing to the special attention which he pays to the College course, contenting himself in the mean while, with looking at the pictures. He always puts on his most beaming grin when a professor "gets off" a joke which he has told, without fail to all preceding classes. (For even a professor cannot always be original, and he must do something to keep up the spirits of the class and to make their studies interesting.) Whenever there are any differences between students and professors, he refrains from committing himself either way, but generally manages to impress the Faculty that it is not he who is causing the trouble, but he is constrained to abide by the action of his classmates. He will occasionally address a Sunday School, and is frequently caught reading a chapter in the Bible when the tutor takes up inspection. After placing his Bible in a conspicuous place on the shelf, and cautiously stowing away his English Classics, he takes a walk for his health. "*O, vanitas vanitatum*." "Is this a little which I see before me?" ("In my mind's eye, Horatio.") Of course, he will drop in at the druggist's to get some hair oil. He is never late at breakfast, and consequently always in time for the "buckwheat cakes," which are dispensed as an incentive to early comers. During morning prayers, he assumes the look of a medieval martyr while a selection from the Scriptures is read; all the while he is thinking how much better he would feel if he hadn't mixed *sanctimoniousness* and *obstreperousness*.

This brings us to the "obstreperous" student, or the *Non-Conformist*. He is the exact opposite of the sanctimonious youth. He carefully conceals all religious and sentimental feelings, if he has any; studies three or four recitations per week, and endeavors to get a "good mark" on those; while on the others he generally approximates to "zero." He receives a "five" with a solemn face, and smiles graciously when, at the end of the month, he finds that he is valued at "1.50." He is continually in "hot water," and the battles he wages are "*mar-able* *dicta*." He strives to be intensely practical, and looks down upon the regular curriculum with sublime superciliousness. He reads nothing but modern philosophy, embraces the social views of Spencer, and loves to read of the great men who were expelled from college on account of their independence of thought and action. He always sacrifices his recitation to his private reading. No matter how "funny" a professor be, he preserves the most stolid countenance. He will not be hypocritical. He does not know that there are many forms of hypocrisy. He never goes to church if in any possible way he can "bail-doze" the monitor or invent an excuse for the great judgment morning of the week. Monday morning. He effects the stolidism of Zeno, and only gives vent to his pent up wrath when he and the Faculty come into collision. He is very deplorable in his propensities and loves to tear into pieces with cynical analysis the cherished ideas of his fellow students, carefully concealing his own "astles in the air."

In a future paper, if the editorial board is agreeable, we propose to speak of "The Hermit," "The Military Enthusiast," "The Cynic," "The Gouger," "The Polite Youth," "The Sentimental Youth," "The Flatterer," "The Bull Dozer," "The Wire Puller," etc.

JUNIOR, JR.

AMONG OUR EXCHANGES.

The Maryland Farmer.—This popular journal for January contains several interesting articles, literary articles as well as its usual complement of able agricultural treatises. *The Maryland Farmer* is as necessary to the farmer who wishes to carry on the business of the farm in an intelligent manner, as the daily newspaper is to the merchant in our large cities. Every subject of farm life is treated of in a comprehensive manner. The articles, in their language, are neither technical nor too simple. A correspondence in relation to "The Question of Labor in Agricultural Colleges" displays good judgment and no doubt harmonizes with the views of all those who have given this question any consideration. *The Maryland Farmer* should be taken and preserved by every farmer in the State.

The Vidette.—A new exchange, neatly gotten up and beautifully printed; but we differ with editors who seem to think that a college paper should be almost exclusively devoted to locals. *The Vidette* is published at Northwestern University, Evanston, Ill.

The College Transcript.—The February number is especially attractive. We value it as an exchange, especially on account of its general news. *The Transcript* is well conducted.

College Herald, from University at Lewisburg, Pa., is artistically gotten up. The literary articles are short, but interesting; while we do not consider this a bad feature as far as student articles are concerned, we think that the *Herald* would do better to give more space to articles on educational topics, especially in the editorial department. The exchange columns are well filled and interesting. The exchange editor seems to have the correct idea of his sphere, and we fully agree with him. We can only say, "Go ahead, old fellow, we're sure you're right." We have followed your advice in our criticism of your paper. By the way, we would like to see your photograph. We imagine that you have the bump of combativeness enormously developed.

Baltimore Elocutionist.—We have received this journal, published monthly by Rice, Benson & Co., Baltimore. *The Elocutionist* fulfills its mission. Its selections are good. The February number contains a beautiful poem by Hon. S. T. Wallis, of Baltimore. Besides poems, it contains prose contributions and correspondence on elocutionary matter. An article by "L. E. Gatch," on "Virgil," contains a very ludicrous mistake. It speaks of "Homer," a Greek Poet, making the voyage of Virgil to Athens, the subject of a poem. We welcome the *Elocutionist* to our table, and recommend its perusal to the classes in elocution.

Trinity Tablet, for February, contains very little matter of a literary character. We hope it will do better next time. Loans are undoubtedly interesting to alumni and friends of a college, but some allowance must be made for the general reader.

As usual, the *Virginia University Magazine* contains several able and exhaustive articles, and its local department is interesting. We congratulate the Magazine on the high standard which it maintains, and

especially on its dignity, which, considering the institution which it represents, is very proper. We like the tone of the article on "Sentimentalism and Sensationalism."

College Index, Kalamazoo College, Michigan, has been received. It is small, but neat. It seems to be exceedingly elated over the success of a Kalamazoo student at the contest of the Inter-Collegiate Association of Michigan, and publishes the prize essay. It is argumentative, but its title, "Atheism in the Highest Civilization," would suggest that certainly more could be said upon such a subject than is said by the author. The argument that the progression of religious belief is toward higher duties as well as toward utility, is a good one, but the only one. Brevity is a recommendation, but barrenness is not. "*qualitas, non quantitas*" does not mean *no quantity at all*!

Herald's College Journal, San Francisco, Cal. The organ of a business college. It is better than those usually published by such institutions, and we welcome it to our exchange list.

The Wittenberger, a new exchange. Our opinion of the *Wittenberger* may be expressed briefly and decidedly, as follows: "It is an able, interesting, first-class college magazine." Published at Springfield, Ohio, Wittenberg College. We shall criticize it more in detail after we have formed a more intimate acquaintance.

The College Message, new exchange.—We thank the *Message* for its exceedingly complimentary notice of us, and while we do not mean to form "a mutual admiration society," we can sincerely return the compliment *verbatim*. The *Message* is especially noted for its versatility, a pleasing feature in any college paper. The style of its "make-up" is a style which we admire. We do not like to see a "foppish" college paper any more than we do a foppish man; and the *Message* should not listen to the comments of its exchanges on its "make-up." It is similar in appearance to this journal. The *Message* is the second of our Missouri exchanges.

Nearly all our State exchanges contain an editorial on St. John's College, and all favor the appropriation by the Legislature. We do not see how that body could be undecided with such popular opinion on the matter.

We have received the following exchanges: Georgetown College Journal, University of Virginia Magazine, Wittenberger, College Message, College Index, Pennsylvania College Monthly, Baltimore Elocutionist, Herald's College Journal, Hagerstown Seminary Monthly, Trinity Tablet, University Missourian, Atlantic, College Echo, College Transcript, College Herald, Vidette, Southern Collegian, American Farmer, Maryland Farmer, Baltimore Herald, Baltimore Bulletin, Baltimore Weeker, Balt. Co. Journal, Balt. Co. Union, Prince Georgian, Marlboro' Gazette, Calvert Journal, Cecil Democrat, Port Tobacco Times, Harford Democrat, Havre Republican, Montgomery Co. Sentinel, Somerset Herald, Banner of Liberty, Alleganian and Times, True Marylander, Snow Hill Messenger, Cecil Democrat, American Progress, Maryland Republican, Annapolis Record, Baltimore Mirror, Anne Arundel Advertiser, Annapolis Gazette, Salisbury Advertiser, Baltimore Underwriter, Eastern Shoreman, Charleston Courier Journal, Centerville Record, Maryland School Journal, Conference Advocate, Maryland Courier, Denton Journal, Westminster Democratic Advocate.


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[Continued from First page.]

and endowed, be united under one supreme legislature, and victorial jurisdiction, 2 distinct branches or members of the same State University, notwithstanding their distance of situation," &c., &c.

Thus we have suggested two classes of obstacles, as having operated to defeat the efforts of those engaged in "the great and laudable undertaking of erecting one or more colleges or places of universal study." The first of these is styled "sundry incidents of a public nature." The second embraces such obstacles as seem to have arisen from the difficulty of "locating a college."

As to what were these "incidents of a public nature," the charter leaves us somewhat in the dark. By referring, however, to the proceedings of the General Assembly of 1677, we find that the act before alluded to, for "founding and erecting a school or college for the education of youth in learning and virtue" having passed the Upper House of the Assembly, was sent to the Lower House, where, after a protracted discussion in committee and before the House, certain amendments were adopted providing for the differences in religious views existing at that time among the people; that these amendments having been returned to the Upper House were not found acceptable, and the two houses being unable to agree, the proposed act was lost.

Difficulties of a precisely similar character, we are told, were encountered in 1733.

The revival in 1763 of project of establishing a college, a notice of which seems to have been accidentally omitted from our first paper, in its proper place, was marked with great earnestness, and the plans then proposed were of a most liberal character, indicating most decidedly the then popular feeling in favor of a State College. One of the recommendations of the committee of the Lower House, in which the movement originated, was "That the house in the city of Annapolis which was intended for the Governor of this Province, be completely finished and used for the College proposed to be established." The expense of completing this building was to be defrayed out of the public treasury. Another recommendation of the committee was, that the Faculty should consist of "seven masters" and "five servants." The salaries of all of these were to be paid out of a fund provided by the State. The report of the committee was approved, and an act embodying its recommendations passed in the Lower House. But on reaching the Upper House, we are told, there was great difference of opinion as to the proper locality for the College. The religious element also formed the topic of excited discussion, and after repeated efforts to reconcile these differences and fix upon some compromise, the friends of the measure were forced in despair to relinquish it for the time being.

We think these references show with some degree of probability that the "incidents of a public nature" were nothing more or less than the violent altercations that invariably ensued, whenever the Catholic and Puritan population of the Province came together, with a view of resolving themselves into a "happy family" in any matter in which religious opinions were involved, however remotely. When the Legislatures of 1782 and 1784 determined that such topics should be severely let alone, in the organization of Washington and St. John's Colleges, they certainly acted wisely, and we can only wonder that so natural a solution of the difficulty had not been more stumbled upon. We must confess to our fears that this seeming blindness to what appears to us so natural, was in no small degree attributable to the fierce intolerance of our Puritan ancestors. Though never

tired of harping upon the act of 1649, which they seem to have regarded as a chief inducement of their immigration to the Province, they considered themselves under no obligation whatever to reciprocate its spirit in their dealings with their cotemporaries of the Catholic faith. Says the Rev. Ethan Allen, (certainly in this matter an unbiased writer,) in his "Historical Notice of St. Anne's Parish": "Whatever they claimed for themselves, the Puritans acknowledged no exercise of toleration toward the Romanists—and this on the ground of their rights as English subjects—the laws of England then existing and in force there forbidding indeed any such toleration."

We respectfully commend the policy finally adopted in 1782 and 1784 to the class of educators of the present day who are so strenuous in urging the propriety of reading the Bible in the public schools, and of opening and closing the schools with a form of prayer "alike acceptable to all."

As regards the second class of obstacles to the erection of a State College, which our Legislators of 1782-84 thought to avoid by dividing the State's patronage, thus diluting its beneficence, so as to give the public two comparatively feeble institutions, instead of one of vigor and commanding proportion, we are compelled with "shame and confusion of face" to confess that we recognize in them a condition of things which has been the bane of the State's prosperity from that day to this. We will not now stop to inquire whether it had its origin in the very mixed, diverse and antagonistic elements that made up our early population, or in other more obscure causes, but the fact stares us in the face, that it has more or less crippled and retarded every public enterprise that has been started within our borders. Not only in the matter of collegiate education, but in many other respects Maryland has unfortunately been "a house divided against itself." The noble Chesapeake, which one would suppose would eminently serve to bind together with something stronger than a rope of sand all bordering upon its waters, and participating in the incalculable blessings which it freely pours upon the evil and the good, has rather served to divide our people into two grand divisions, viz: into "Eastern-shoremen" and "Western-shoremen," not only necessitating in 1782-84 two State Colleges, but from 1788 to 1878 demanding that these two grand divisions shall be recognized even in the State's representation in the Senate of the United States. For years the State was divided into a series of petty districts from each of which it was deemed essential that the Chief Executive officer of the whole State should be chosen in turn. To such an extent has this idea been carried, that to follow it through its ramifications would be a tiresome as well as a thankless task. Our greatest public works are not only arrayed each against the other, but both feel able and willing to do battle with the State. Even our smaller industries, for instance that peculiarly Maryland institution, the oyster interest, we find not only divided into "Dredgers" and "Tongers," at times in a state of actual warfare, but into "Packers" and "Shippers," who are said to prey remorsefully on the two former. And so on ad infinitum.

May it not be hoped that the time is not far distant when the Northern, Southern, Eastern and Western Marylander will be merged into Marylanders without prefix? Is it yet too late to hope that Washington and St. John's Colleges may, in the language of their charters "be united under one supreme visitatorial jurisdiction, as distinct branches or members of the same State University," and brought on the one hand into close communion with a series of County High Schools, and on the other, with our great University that is to be, the Johns Hopkins?

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