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RICHMOND COLLEGE.
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THE ALUMNI POEM.

Now once again we stand within thy walls,
O, Alma Mater, and it scarcely seems
A year has fled; as memory now recalls
Each happy scene, we seem to wake from dreams
Of business and of worldly care to find
That we are still but schoolboys who have slept
And had a vision. Well, let's leave behind
The busy world—forget that years have crept
With stealthy tread upon us, and to-night
Pledge each the other and renew the ties
That bound us in those days when life was bright
With all youth's golden fancies. Ah! time flies
So swiftly that scarce melts one winter's snow
Before another falls upon our brow;
And he is wisest who has learned to know
We live not in the "morrow" but the "now,"
And if to-night the singer's lay shall give
Some pleasure, he will deem his time well spent;
But if he fail to please, let him receive
At least the honor of a good intent.

THE POEM—HAROLD.

The king was merry and the castle walls
Were filled with sound of revelry and mirth;
And through the gates and in the spacious halls,
With all the trappings that betoken birth,
Thronged lord and lady, knight and squire and page;
Of all the land, the bravest, fairest, best,
The thoughtless stripling and the thoughtful sage,
   Were gathered thither to attend the feast.
For Harold was to wed with Witchen; she
   Was only daughter to the king and fair.

He, lord of many castles, known to be
   The richest peer in all the realm; howe'er,
Some whispered that had Wilfred been the man
   She had been better pleased; for, since the day
When he—her mother’s page, her playmate—ran
   And swam the castle moat to bring and lay
Before her feet some childish toy she prized,

No party was complete were he not there;
   No plan was perfect that he’d not advised.
'Tho' latterly their meetings had been rare,
   For now, as harper to the king, he spent
Perforce much of his time before his liege,
   Who heard, as one far more than well content,
Of many a hard-won field or weary siege.

And once, so vividly the tale was told,
   He grasped his sword as if to join the fray,
And then, amused at his own ardor, laughed
   And stopped the minstrel in his song to say,
"Well, Wilfred, an thou fight one-half so well
   As thou narratest, thou wilt serve me best
Where thou canst leave for other bards to tell
   Deeds of thine own.” And so the king’s request
That Wilfred’s harp be brought, gave no surprise;
   'Tho' many watched the maid to note if she
Should give some token to their curious eyes
   That he was more to her than he should be.
But save perhaps some paling of a brow,
   Already white, no sign confessed to aught
Save merest friendly interest. And now
   They place the harp in Wilfred’s hand. He sought
To smile, but 'twas a smile so fraught with pain
   That one might weep for seeing it. The hand
That was so wont to strike the chords amain
   Now trembled on the wires, nor could command
Th’ accustomed lay. And low the harper’s head
   Bent on his bosom; then, "My lord, the king,
I mind how once an orphan in his need
   Cried out to thee. I mind how thou didst bring
Him to thy palace, where, as bard and page,
   He served thee faithfully save in one thing—
Therein he wronged thee, O, most noble liege;—
   The humble minstrel who had naught to bring
Dared look with love on Witchen. Oh! my sire, said he:
   Look not so grieved—reproach me not, I pray,
But smite me, curse me—I could stand thine ire,
   But to have grieved thee who hast been to me
Both friend and parent—that I cannot bear!”
A silence fell on all that deeper grew
As Harold rose, and strained was every ear
To catch what he would say. "O king, I knew
When first I sought thy daughter's hand that I
Was not to her what I would fain have been.
Yet had I hoped that, as the years passed by,
The love I bore would its requital win
In love from her, deeming her free, but now
I know 'twas idle dreaming, nothing more.
For I have seen, while Wilfred spake, her brow
Flush crimson, and a look she never wore
At word of mine rest on her face, aglow
With that sweet light more eloquent than speech.
And since, O sire, her heart is his, I trow
'Twere well her hand should follow. I beseech
Thee, therefore, O my liege, if thou wouldst give
The only boon I e'er may ask of thee,
Give them thy blessing; aye, and let them live
To bless in love each other, thee, and me.
For me, a wand'rer, I shall bear no name,
But pass from land to land and lend my lance
To aid the weak, redress the wrong, and claim
Such love as I may win; and if perchance
I hear that thou art happy, Witchen, I
Shall know as much of joy as I can feel.
Think of me sometimes, Witchen; now, good-bye.''
A moment more you heard his mailed heel
Ring in the marble hall as he passed through
Into the darkness and the night. Then rose
The king, and all th' assembled guests withdrew,
Much wond'ring. For a little time they chose
No topic saving Harold's noble deed.
Then, as the months rolled by, he was forgot
By all but two, who later on were wed.
And oft they wondered were he dead or not,
And when a son was born to them, they named
Him Harold. And when, on a winter's night
A wand'ring minstrel, who had stopped and claimed
From willing hands a lodging, sang the might
And prowess of an unknown knight, whose aid
The weak and injured might at all times claim,
And who had died victorious, undismayed,
They knew 'twas Harold, and they wept for him.

Richmond, Va., June, 1893.

JAS. C. HARWOOD.
WHY YOUNG MEN SHOULD STUDY MODERN LANGUAGES.

James Russell Lowell says that when he was in college nobody studied modern languages, although there were a few fellows "who consented to spend an hour with the professor two or three times a week for the express purpose of evading study." Now Harvard University has more men engaged in teaching modern languages than were in the whole faculty when Mr. Lowell was a student. Not many years ago only a few of the larger colleges thought they could afford to pay a professor to devote his whole time to teaching French and German, but now they frequently have a professor for each language, and sometimes give him several assistants. Young men should, therefore, study French and German, because the foremost educators in America have felt and recognized the importance of such study. A young man cannot afford to neglect such convincing testimony.

THE VIEW-POINT OF A BUSINESS MAN.

Bishop Potter says we are living in the "utilitarian dispensation," and his words are sadly near the truth. The study we urge must confront the protean question, "Of what use is it?" "What’s it good for?" "How much money will it bring me?"

Let us take what the business man calls a practical view of these questions. This bright June morning I read on the first page of the Richmond Dispatch a telegram from the national capital to this effect:

WANTED — AN AGRICULTURAL LIBRARIAN. A librarian is wanted for the Department of Agriculture. Salary, $1,800. The Civil Service Commission announce that, in addition to the usual clerical examination, applicants must be prepared for examination in French, German, Spanish, Italian, and the literature of Agriculture.

That is what modern languages are good for. Since Mr. Cleveland was inaugurated, last March, we have seen it stated again and again that applicants for lucrative consulates, positions in the foreign service, clerkships in the great federal departments and elsewhere, have failed to obtain what they desired simply because they were not acquainted with one or more foreign languages. The federal government is tired of agents who must be mere tools in the hands of a foreign interpreter.

If you expect to conduct any extensive trade or business, or become a leader in any profession, you will find French and German indispensable to the highest success. How many men are engaged in the import or export trade with foreign countries, where negotiations must be carried on in French or some other foreign tongue? But suppose that you may never have dealings with foreign countries, or with business men in America who cannot speak and write English, you must
remember that Americans themselves are a heterogeneous people. It is true that the majority speak one language, but there are many types with dissimilar habits of mind, and the man who leads them must be broad-minded. Learn all men to know one, especially if that one be a Nineteenth Century American. Here is a case in point. Some time ago the editor of a great newspaper stood in an office in Chicago and watched an official issue marriage certificates to men and women of half a dozen nationalities. The editor was amazed at the ease with which the official seemed to divine every wish of the different applicants, and asked for an explanation. Said the official, "I speak fluently five European languages, and have read the best literature in each. I can manage to make myself understood in some others, but do not get on well with the people because I have no knowledge of the literature."

A HIGHER VIEW.

But after all it is in the realm of the aesthetic that modern languages fulfill their highest functions. "Luxuries are the real necessities," said a French writer. If we make luxuries include comforts, the paradox will be perfect. Thus we rise above the savage. Hear a distinguished man of letters, John Stuart Blackie:

"A knowledge of foreign languages plays with us the same part in the moral world that the change of scene does in the physical world. We travel that we may admire the beauty and the grandeur of God's living poem in the structure of the earth; and we learn the languages of these lands in order that we may know the people who inhabit them, and may enrich our moral nature by participating in their minds and in their manners, as Homer says of Ulysses—'He saw the cities and knew the minds of many men.' What languages, in this view, specially attract us in these times? The analogy of view-hunting travelers will help us here. They travel to Switzerland, to Naples, to Greece, or the sources of the Ganges and the Indus—wherever nature rises from her common level, prose, into the lofty poetry of landscape; and so the English-speaking youth who is desirous of receiving the highest stimulus and the grandest enlargement of his sphere of home culture, will learn those languages which exhibit moral and intellectual features corresponding to those physical features which make one country rather than another the favorite ground of the picturesque tourist; and in this view there can be no doubt that German and French are the two languages of which a well-educated Englishman or American at the present hour ought to have command. The exact and varied learning, profound speculation, large philosophy and wide human sympathies of the German writers, not to mention a litera-
ture of which such men as Goethe, Schiller, Herder, Wieland and Richter are the exponents, place the German language in the foreground for all who desire to be influenced by the highest intellectual forces at work in the modern world; while ease and grace and brilliancy of French authors, combined with the general currency which their language, notwithstanding recent rival influences, still maintains, will always insure to it a fair share of that leisured application which an educated speaker of the English tongue can afford to spare from the business of active life and the rich treasures of his native literature.”

It is an ethical truth as old as Socrates that the beautiful and good are closely allied. As yet we have in America very few galleries of art, not many monuments, and little artistic architecture, but we are getting the best things of Europe. Why shall we not enjoy the benefits to be derived from her languages—the highest triumphs of art? The matchless monuments which Lessing, Goethe and Schiller have reared for Germany and the world breathe more inspiration than any motionless marble or cold canvass in Dresden or Berlin. The wit, the repartee and the brilliant ease of Molière, Corneille and Racine are more graceful than the daintiest goddess of the Luxembourg or the merriest mermaid at Versailles.

Cervantes has well said that translations are at best but the reverse side of the tapestry. Young men, if you would be men of liberal culture you must know French and German. Study their literature in the original tongues. Do not drink from muddy canals, when a little exertion will bring you to the fountains where crystal streams are welling.

F. W. BOATWRIGHT.
June 23, 1893.

**EXAMINATIONS AND AWARDS.**

[By resolution of the Trustees, adopted December 13th, 1892, a joint committee consisting of Drs. W. W. Landrum, J. R. Garlick and J. M. Pilcher and Professors H. H. Harris and F. W. Boatwright was “appointed to collect all attainable information from the colleges and universities of Virginia and from selected institutions of like grade in other States, in reference to their practice in the matter of Examinations and Awards, to prepare a digest of the same and report it with recommendation of any features they may deem worthy of adoption in this College.” The committee sent a letter enclosing a set of printed interrogatories, and received replies from the State University, Washington and Lee, Hampden-Sidney, Randolph-Ma-
con, Emory and Henry, Roanoke, and William and Mary, in Virginia, and from Wake Forest and the State University of North Carolina, Furman and the State University of South Carolina, Bethel and Georgetown, Kentucky, William Jewell, Missouri, Columbian, District of Columbia, Brown, Rhode Island, State University of Louisiana, State University of Texas, Ripon, Wisconsin, and Oberlin, Ohio. In each of these they were able to address some member of the Faculty who was either an Alumnus of Richmond College or a personal acquaintance. Replies were not received from a few other institutions in which there was no such claim to attention.

We are permitted to print the body of the report, omitting the introductory section and all names of institutions, and we commend the striking array of facts, the cogent arguments, and the practical conclusions of the committee to all who are interested in educational matters. Some of the fruitage of this report appears in the catalogue of the College. More will follow in coming years, not by sudden changes, but in gradual, healthy growth.—Eds.]

1. DIGEST OF INFORMATION.

Taking up the interrogatories in order, we find

1. Entrance Examinations. Of the twenty institutions heard from, one in Virginia and seven in other States hold regular written examina-

2. Degrees conferred. The literary degrees are very numerous—B. A., B. S., B. Lit., B. Ph., M. A. and Ph. D. Still more varied both in kind and extent are the courses of study required. Limiting our view to the degree of Bachelor of Arts—the only one that is conferred by each and all of the institutions heard from—we find that only four out of the twenty have for this degree a single fixed curriculum; six others offer choice between two or three or four fixed courses all leading to the same goal; four, to which add Richmond College, have a prescribed course, but allow certain specified substitutions, as of Modern Languages for Greek, Physics for Chemistry, with occasionally certain other substitutes accepted as equivalents; while six allow still greater freedom of election.
3. The percentage required for passing from a lower to a higher class is in one university as low as 40, with 50 on daily recitations; in another it has been 50 but hereafter will be 60, estimated three-fourths on daily recitations, one-fourth on examination; in eight it is 60 per cent., in one 65 per cent., in two 70 per cent., in seven 75 per cent. In Richmond College until two years ago the catalogue announced that "students who attain to the second division [50 per cent. on examination equitably combined with average class-standing] will be allowed to pass on to the class above," but this was omitted in 1891, practically remanding the whole matter to the several professors who allow or refuse the privilege according to their own judgment in each case.

For graduation the minimum for examination combined with class-standing is in two institutions (universities both) 50 per cent., in four it is 60 per cent., in two 70 per cent., in eleven 75 per cent., in one only (to which add Richmond College) 80 per cent. It is proper to add that those institutions which allow graduation on 50 per cent. or 60 per cent. require much higher standing for distinction, thus conferring two, three in one case four degrees under the same title. In estimating results three rely almost entirely on examinations, the great majority combine class-standing with examinations in equal ratio, one puts class-standing twice, and one thrice, as high as examinations, and one allows recitation mark averaging 90 with attendance 94 to exempt from examination except in senior classes.

4. The prevailing practice is to hold every year two written examinations, intermediate and final, but five of the institutions heard from divide the session into three terms of three months each, and close every term with a week of examinations, while one has recently introduced and is greatly delighted with monthly examinations; several others use substantially the same plan, only holding these as subsidiary and calling them written recitations. The time allowed for a regular written examination is at one institution 2 hours, at two 3 hours, at twelve it is from 4 to 6 hours, at one it is 5 hours for intermediate 8 for final, and at three there is no limit except as the professor in charge may fix on his own responsibility. Examinations are compressed into a period proportionate to the limit allowed, generally a week or ten days.

5. We find entire unanimity in the practice of having questions prepared and answers valued by the several instructors, but we notice that the English practice of having some other person to read and value answers has been adopted by the Chicago University and in the university extension plans of New York and Wisconsin. Appeal from the examiner's award is al-
lowed in seven institutions to the faculty, in two to the trustees, not at all in the rest.

6. High standing in one department is allowed to make up for slight deficiency in another in four of the institutions reporting, not at all in the rest.

7. Valuable suggestions are added by several. Professor Thornton, University of Virginia, would not test so much "acquaintance with a special course" as "productive knowledge of the subject," and would therefore "consent to examine each student upon a limited area (selected by himself), but would within this area expect him to exhibit power as well as knowledge." He would also prefer a threefold classification—"failed, passed, passed with honors."

Prof. Henneman, Hampden-Sidney, thinks "too much stress is laid on examinations and the resulting marks * * * Independent and original pieces of work seem to answer better in his own department, English and History."

Prof. Joynes, University of South Carolina, thinks that "examinations should be as far as possible on original matter, so as to be a test of power as well as of information * * * and should be made as short as is consistent with thoroughness." He argues that short examinations "compel the teacher to be more comprehensive and thorough in his questions," and that a limitation of time is useful to students. He would have a part of the examination especially in language oral.

Prof. Yager, Georgetown, believes in combining oral with written examinations, in securing outside assistance in preparing questions and valuing answers, in reducing the time limit and holding more frequent examinations.

Two professors express themselves as entirely opposed to examinations in schools.

Professor Gore, Columbian, thinks that "in advanced classes a portion of each examination should admit of unrestricted reference to books, exercising students in the use of aids." In his class (mathematics) he gives out problems to be taken home by the students and solved at their leisure.

Professor W. A. Harris, Ripon, thinks frequent examinations obviate somewhat the evils of cramming and should be followed near the close of session by a general summing up of the whole course.

Your committee have also read with interest extended remarks on examinations in the printed catalogue of the University of Texas; a pamphlet of nine pages by Professor Moreland on new requirements for M. A. and B. A. degrees as proposed by the faculty of Washington and Lee for submission to Trustees in June, '93; an elaborate dissertation, reputed to be from the pen of W. Gordon McCabe, of Petersburg, defending the visitors
of the University of Virginia in their recent changes of requirements for degrees; and numerous articles on the general subject as found in current magazines, both literary and educational.

II. DISCUSSION OF PRINCIPLES.

The foregoing digest illustrates the patent fact that we are now in the midst of a season of unrest on many educational problems. It behooves all who are to guide the destinies of a college freighted with memories of a noble past, powers for great good in the present, and prospects of increased usefulness in coming years, to take frequent observations, determine accurately their position by reference to the great fixed stars in the firmament of letters, to note carefully the prevailing winds of popular opinion and the drift of currents, and so to decide which of the influences at work in the world it will be wise to use by falling in with them, which we ought to steer clear of or bravely stem.

There is an evident and rapid drift away from the fixed curricula of colleges for liberal education towards the specialization of universities for practical instruction. The old established course for B. A. has been broken up by the rapid advance and consequent subdivision of the natural sciences, by the elevation of the teaching of living tongues into a scientific and disciplinary exercise, and especially by the exaltation of English to a position of entire parity with the classic languages.

These necessary enlargements of a college course make it too extensive to be mastered in the traditional four years and demand permission for the student to elect more or less freely, and he usually elects those subjects which seem most in line with his natural bent or with the vocation that he expects to pursue. This tendency is most marked in State schools, since they feel most fully the practical, utilitarian character of the age. States are of the earth and mind earthly things; they cannot take account of man as an immortal being or make provision for his spiritual development. Churches must attend to these higher aims and uphold what may be broadly called the humanities as against mere bread and butter studies. The University of Virginia has entirely re-organized its system of degrees, diminishing the requirements for the avowed purpose of increasing the number of graduates, and allowing great latitude of election. Washington and Lee is following in the same line. The great demand of the day is for specialists, but a specialist who is merely a specialist, unacquainted with truths and methods that encompass and limit his own narrow line, must necessarily be deficient in judgment, lacking in sound common sense; and one who pursues only the work for which he has a natural turn may prove
not only uneducated but even mis-educated, with will not taught to obey reason, powers not trained to plod along paths of duty but to ramble aimlessly or run riot at the bidding of fancy or of impulse. This has been a subtle poison in the otherwise magnificent educational system of Germany.

It becomes the duty of denominational colleges, and especially of one made so prominent by its location and its past history, to stem bravely this popular current, to uphold steadily the claims of liberal education, the symmetrical development of the whole man—body, mind and spirit, intellectual, aesthetic and ethical, and along with a broad course of required studies to maintain inviolate the exceptionally high standard of graduation. For fear of possible misapprehension, let it be distinctly said that your committee would by no means destroy, but cherish as a necessary part of their views our organization on the system of independent schools, nor would they in anywise interfere with the substitutions now allowed for the B. A. degree, since they do not impair its value as evidence of a truly liberal education.

But the conservation we advocate must not be confounded with stagnation. While we sedulously conserve what has proved good and valuable, there must be adaptation to environment and constant progress in methods. It is only by trimming his sails to the breeze and adopting all improvements in the art of navigation that the mariner can hold steadily his chosen course and reach safely the destined port. This applies, of course, most forcibly to methods of instruction, but also in part to the matter referred to your committee.

Written examinations have been severely assailed of late years from many different quarters, but in the judgment of your committee they remain not only necessary but of great advantage. They incite to better study from the beginning, furnish occasion for valuable review, give practice in working under high pressure, and prepare students for other examinations in the United States service, military, naval and civil, and in various professions and professional schools. The Alumni of Richmond College have reflected great credit upon their Alma Mater by their uniform success where they have appeared subsequently before other examiners. But we believe there is room for improvement in some of our methods of examination. Dividing the classes roughly into junior—such as are preparatory to higher work and lead only to distinctions printed on paper—and senior—such as complete a subject and lead to certificates or diplomas on parchment—we submit that examinations in the former should be more frequent, strictly limited to a few hours, and mainly on details, with,
however, a general examination, oral or written, at close of session, on the principles developed during the year. These will be chiefly tests of attainment. In senior classes, on the other hand, examinations should be tests of power as well as of memoriter acquisition, here they may be fewer in number, but also limited in time allowed, and should consist in part of work to be done at leisure and with full access to library and apparatus. This we find to be a practice in a number of institutions, and one which has been tested in Richmond College with gratifying results. All this, of course requires due allowance for difference in subjects and in personal preference of instructors.

Our standard 80 per cent., is the highest that anywhere obtains, being equalled only by our nearest neighbor, Randolph-Macon. As an original question we might be content with 75 per cent., but could not consent to any lowering of what has been established, except, perhaps, in junior classes, in which students often fail to do themselves justice.

III. RECOMMENDATIONS.

On a calm consideration of all the foregoing facts and arguments, your committee respectfully recommend:

1. That the Faculty be directed to devise and put in operation as far as may be practicable by the opening of next session, completely by 1894, a more formal system of entrance examinations by which applicants will be admitted only when found prepared for college in at least two of the schools of Latin, English and Mathematics. As a basis we suggest that the professors in charge of these three schools, with such assistance as may be found necessary, be appointed an examining committee; no matriculant to be passed unless at least two of them find him prepared for some one of their classes. We recommend further that provision be made for preparatory instruction of students who in age and other respects are ready for college and desire to take a full course, but are found deficient in some one of the schools above mentioned.

2. That great latitude be allowed to instructors as to frequency and duration of the regular examinations, kind of questions to be proposed, and such like matters of detail, but with expression of decided preference for more frequent examinations in junior classes (as above described), for their limitation to four or certainly not exceeding six hours, with frequent written recitations; and for greater attention in senior classes to testing the students' mastery of himself and of his subject by problems or theses prepared with free access to all helps in investigation.

3. That the standard for passing from a lower to a higher class be 75 per cent., estimated equally on examinations and recitations, with
the privilege reserved to the professor in charge to promote any who on account of sickness or other special cause may fall below this standard while yet, in his judgment, prepared to go on. That the standard for all classes in which a certificate of proficiency or a diploma of graduation is offered, as also for the Junior Philosophy, Intermediate Mathematics and Intermediate English as integral parts of the B. A. course, be kept at 80 per cent. and estimated at the option of the professor in charge, either one-half or one-third on recitations, the other half or two-thirds on examinations. In thus estimating, class-standing should be allowed to reduce as well as to raise the result.

4. We recommend the abolition of the technical terms promoted and promotion, equivalent to two distinctions, as being at variance with general usage, and therefore often misunderstood, and a substitution for them of the terms distinguished and distinction, for those who pass in Junior and Intermediate classes.

JOHNSON'S RASSELAS.

Rasselas was published in the early part of the year 1759, when Johnson was fifty years of age. It was written in the evenings of one week to defray the expenses of his mother's funeral and to pay some small debts that she had left. It seems hardly possible that he who was finally aroused to bring out his promised edition of Shakespeare only by an accusation of dishonesty, could have composed this work in seven days. But few are the things that he could not have accomplished that he might honor her in death, whom, in life, he had so dearly loved.

The book was sent to the printer in fragments, as it was written, and Dr. Johnson told Sir Joshua Reynolds, years afterwards, that he had never read it since. Not until June 2nd, 1781, when he accidentally found it in a chaise with Boswell, did he ever read it over. He then eagerly devoured its contents. This little incident gives us a bit of insight into his very eccentric nature.

For Rasselas, Johnson received only one hundred pounds, and twenty-five additional upon the appearance of the second edition; while it probably netted the publishers a small fortune. He did not know the value of his own work.

Voltaire's "Candide" and Rasselas are so much alike in plan and execution that Johnson himself said that if they had not been published so closely one after the other, it would have been in vain to deny that the scheme of the one was taken from the other. Candide was published about the last of Febru-
ary or the first of March, and Ras-selas certainly before the 23rd of March. But the aims of the two author’s were as entirely different as their productions were alike. Voltaire’s book was an attempt to overthrow religion, while Johnson was nothing if not orthodox.

Taking the book as a whole, I think that as a work of fiction, it is an absolute failure. Almost any writer of the nineteenth century, even a “trashy novelist,” would be ashamed to own that he had written a tale so utterly devoid of plot, thrilling situations and heart-rending scenes. Not one of the characters falls in love, nor is there any sad death-scene over which one might weep, if one’s fountain of lamentations felt as if it would like to gush forth in shining crystals. His account of the escape from the Happy Valley, which might have been made very interesting, is as tame as would be that of a child of ten building little tunnels in a heap of sand. The only part of the tale that is really interesting is Pekuah’s narration of her adventures among the Arabs.

As a dissertation on the vanity of human wishes—Johnson’s favorite theme—Rasselas is a splendid production. There is a great deal of sound philosophy well expressed. He does not couch his philosophy in obscure language but brings forth profound thoughts with perfect clearness. But it seems to me that the book loses, rather than gains something by being written in the form of a tale.

There are some great discrepancies in the work. Johnson seems to have been either ignorant or careless of the fact that the Abyssinia of which he wrote was really a country of barbarians. Macaulay makes a good criticism when he says that “Johnson, not content with turning filthy savages, ignorant of their letters, and gorged with raw steaks cut from living cows, into philosophers as eloquent and as enlightened as himself or his friend Burke, and into ladies as highly cultured as Mrs. Lennox or Mrs. Sheridan, transferred the whole domestic system of England to Egypt.” As to the style, though I do not think that Rasselas warrants the criticism that the writer “would never use a word of two syllables when it was possible to use a word of six,” yet I do think that Johnson very often employs uncommon words when exactly the same idea could be expressed by terms used in every day conversation. On nearly every page we find such expressions as this: “Do not entangle your mind by inescapable determinations, nor increase the burden of life by a voluntary accumulation of misery.”

He uses too many abstract terms where concrete terms would express the same thought more forcibly. Some of his moralizings, however, are clothed in beautiful language. He makes Imlac speak
thus when he is trying to comfort Nekayah for her loss of Pekuah, "The state of mind oppressed with a sudden calamity is like that of the fabulous inhabitants of the new-created earth, who, when the first night came upon them, supposed that the day would never return. When the clouds of sorrow gather over us we see nothing beyond them, nor can we imagine how they will be dispelled, yet a new day succeeded to the night, and sorrow is never long without a dawn of ease." This simile is carried out with beautiful grace and simplicity.

At a meeting of learned men discussing the problem of happiness, one of them speaks in this manner: "The way to be happy is to live according to nature, in obedience to that universal and unalterable law with which every heart is originally impressed; which is not written on it by precept, but engraven by destiny, not instilled by education, but infused at our nativity. He that lives according to nature will suffer nothing from the delusions of hope or the importunities of desire; he will receive and reject with equability of temper, and act or suffer as the reason of things shall alternately prescribe."

In Rasselas Johnson shows his perfect command of the figures of speech. His figures are forcible, beautiful, and very seldom require a stretch of the imagination to see their application.

HENRY C. BURNETT, JR.

June 22, 1893.

POWER OF THE IDEAL.

[Final Oration delivered by H. T. ALLISON, of the Philologian Society.]

Men are made or marred by their ideals. By them life is either transformed into exquisite beauty or debased into morbid deformity. Character develops according to some idol in the soul, One's immediate surroundings may furnish a prototype, or it may arise according to the pattern afforded in the example of parents, or one may model one's life after those of one's companions and associates, Indeed, so true is this that man rarely rises superior to the men and women with whom he is reared and at whose knees he receives his first impressions and is taught his first lessons.

Other agencies, such as books, painting, sculpture, travel, and the like, may help to form and fashion character, but whatever the influence, it is some ideal. It may be bright or it may be dim; it may be clear or obscured. Ideals are mighty forces, ever moulding the characters and determining the career of their possessors, determining whether their lives shall be good or bad, useful or worthless. This
is true however high or low the aim; true however dimly or intensely shine the ideals; true whether intentionally or unintentionally approached; and ideals are most potent when constantly before the mind inspiring its conscience and its purpose.

What is it that draws so many young men to this institution of learning every year? Is it not a desire to be better fitted for the position they wish to occupy among the world's workers? Do they not come hither to receive training, and in these massive walls to lay the foundation of a more splendid edifice, the foundation upon which they are to erect the superstructure of their future fame and usefulness? Here body grows, manhood ripens, character forms, intellect deepens and broadens. It is an ideal, more or less clearly defined, that brings each one here, and this should stimulate and thrill his ambition. It may be impossible to realize the highest ideals. Practically, that is impossible. No one can reach perfection in any calling or profession. That impossibility, however, should not discourage, but stimulate to more earnest endeavor. His idol once created in his thought, the conscientious character builder strives to realize in act and life, and bodies it forth in visible forms. It quickens both sage and simple. This is the power within him that makes a man a man. This is the power that lifts man above the brute and makes him the equal of the gods. It is the life of God in man. It impels and beckons him on and upward toward the unattained; it lifts one's eyes from the dusty path of life to the stars of a lofty purpose.

The character of the ideal worker is the grandest manifestation by which man can show himself to man. To realize their ideals men have wrought and bled and died. Plato pursued for many years an all-uplifting idea—the greatest good—and handed down something better than never-dying fame. Aristotle employed all the energies of a long life in a search after wisdom and truth, and thus became the greatest thinker and philosopher the world has yet produced. Millet, our own American painter, thought that the beauteous tints of the skies could be transferred to canvas. We are told that he labored twenty years learning to paint a cloud. With infinite patience and ceaseless care he retouched his canvas that he might catch the beauties of the sky. At last, old and stooped and gray, he caught the glory of the heavens and gave it unto men.

The engine, the telegraph and the telephone represent, in visible symbols, respectively, the controlling thought of a Watt, a Morse and an Edison. The true ideal is a great incentive. It incites to noble effort and the doing of great things. It fills the student with hope as he toils by his midnight
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POWER OF THE IDEAL.

lamp. When he fails, as often he must, it comes to his aid and enables him at last to rise superior to obstacles. You know how Richard Brinley Sheridan rose superior as an orator. His first effort in the British Parliament was a failure. He sat down flushed with the shame of failure. His hearers did not conceal their disappointment, but stared with wide eyes and open mouths. Sheridan was not to be baffled. He arose once more in excited haste, and striking his breast with prophetic earnestness, sounded the keynote of coming kingship in the realm of oratory. "It's in me," he exclaimed, "and by the help of God it shall come out." Such was the sublime confidence in his own powers. Sheridan knew Sheridan. His faculties and powers rounded into the beautiful symmetry of a well-ordered machine, and he himself held and guided the motive power toward the stars.

Yes, the ideal is an inspiration. It has inspired books, the best and the purest. It inspires painting, in which some Raphael puts the face of Jesus. It inspires song, in which some Cowper or Watt sings the Saviour's grace. It inspires sculpture, in which some Valentine embodies his Andromache. It has wrought great revolutions, social, religious and political. What prompted Count Romford to clear his adopted Bavaria of mendicancy? The conversion of her beggars and those steeped in vice and crime into useful and honorable citizens. What was it that inspired Martin Luther and his co-workers to throw off the gross formalism and vice of the papacy? Pure and undefiled religion, religious liberty. What was it that impelled Kussuth and Arnold Winkleried each to dare, to do and to die for his country. The ideal of liberty; the former for a free Hungary, the latter for a free Switzerland. Why did the fathers of this republic wade through fields of carnage and bathe their banners in blood that they might throw off the fetters of British misrule and tyranny? Liberty, the ideal of a perfect free America. What purpose rises now before the vision of William E. Gladstone, the best, the wisest and the greatest statesman of this century—a purpose that has called forth the best endeavors of his long life? The union in fraternal friendship and alliance of two nations long estranged, long separated—England and Ireland. Not until the grand old man realizes this dominating ambition of his life will he be willing to retire to his grave and enjoy a long earned rest.

The ideal leaves its impress upon national as well as individual character. All nations, in all ages, have had their imminent conceptions rounding, moulding and shaping national life. In proportion to their civilization and culture, their standards have been high or low. In barbarous and semi-civilized countries the standard was, and
still is, purely the physical. Among the ancients physical prowess and courage were the qualities most admired and sought. Rude legends of pre-historic times, oriental mythology, Greek, Roman, Gallic, Celtic and Scandinavian were full of the glory which brute force brought to its possessor. Bodily endurance, cunning audacity and brutal hardihood made up the popular conception of greatness in those days. Their temple of fame resounded with the clash of arms, and was reddened with the fires of animal passion.

Alas, one glance at the present and we find that with many the standard is the physical still. O, America, with thy boasted civilization and culture, is not thy ideal, if newspaper notoriety be the standard by which we are to gauge it, too often the physical rather than the intellectual? Else, why is it that diplomas receive but a passing notice while a fairly good pole-vault or foot race on a college field-day, or success in a boat contest receives round after round of applause, and the victor is welcomed with honors and acclamation? Why is it that great mental achievements so often remain comparatively unknown, while a victory by a John L. Sullivan or a James Corbett is flashed along the wires and through the press of two hemispheres? After the physical in the evolution of the ideals comes the aesthetic, especially as it is seen in the old Greek masters. Grace of form and mental culture become the ruling passion. This ideal caught up by the grand old masters and embodied in marble or printed on canvas, still entrances and pleases the beholder. The modern artist turns to their works for his highest conceptions. Despite Carlyle's philosophy that they can never be embodied in practice, ideals should be practical not conventional and artificial. Those of the society puppet are conventional and artificial. The dude or the dandy with a striking suit of clothes on, with finger ring and cane and eye-glass properly adjusted, all his ambition is evidently not to be, but to appear.

Practical idealism is development in direction of native bent. We must erect our own standards. Let there be no servile imitation or artificiality. Let there be no slavish aping of vacant things. Let nothing be imitated that will not enrich and broaden the mind. To dwell in the shadow of some greater personage and adopt alike his faults and virtues in indiscriminate and unmeasured worship, is to be an echo and not an energy; a parrot instead of a personality; a monkey and not a man. Be your best self. Your ideal is your best self. No man ever rises superior to his standard. The aim determines and makes the life; the life determines its own standards. The higher the standard the nobler the life, and the nobler the life the higher will be its standard.
Show the world what your aim is, what your honor, and the world will judge by that symptom better than by anything else what kind of man you are, for you show by that what you long to be. That great rugged thinker, Carlyle, urges men to work out their own ideals. That is not impossible. You are acquainted with the art process of the Italian masters. Where did Michael Angelo, the sculptor of the Apollo Bellevedere, obtain his model? It existed not in the form of marble or canvas extant. The outlines of no living personage formed a prototype of his incomparable genius and begetting. All the realm of nature was too poor to furnish a model, yet to work without one was impossible. How did he proceed? By elective idealism. From observing many men and things he constructed a conceptual figure—an idol of the mind, fanciful indeed, never seen before by any eyes in any age, but present, potent, dominating in his own conception. With this model he went to work, copying day by day, just as if he had before him a living hero. He produced a reality just as truly as does the landscape painter, when he copied a lake in Italy or transfers to canvas the peaks and plains of a Switzerland.

Architecture has its ideals. But architecture or art is simply doing a thing as well as it can be done; doing it according to an ideal in soul. The Cathedral of Cologne, West Minster Abbey, St. Peter’s at Rome and St. Paul’s at London, all, with their wilderness of columns and forest of statues and spires, existed at first as idols of the mind. No builder would attempt to construct a magnificent building such as a United States capitol without a plan to guide the unlettered artisans who do his bidding. Nothing that is worth doing can be done without a model. Whatever one does, to do it well he must work toward the ideal. As well might a Drake or a Cooke attempt the circumnavigation of the globe without chart or compass as for an intelligent student or conscientious character-builder to attempt success or excellence without an idol of the mind setting forth in miniature the fullness and completeness of his ideal self.

Let there be individuality. This is a second-hand, an easy-going age. Men and women are unwilling to pass for what they are worth. It is an age of ready-made men and things. Ready-made clothing, ready-made complexions, ready-made hair, ready-made teeth, and man has the presumption to expect ready-made education, ready-made religion and ready-made character.

Let there be ceaseless toil for something higher. Be ambitious. Let worthy ambition have full sway. All honor to the cooks and servant girls who are aspiring to higher spheres. All praise to the laborer
who accumulates (since money is the passport) and passes himself and family into the society of the first and best people. All teaching that discourages ambition should be rejected. Give ambition both rein and whip. Brutus said that because Cæsar was ambitious he slew him. All shame upon Brutus for slaying an ambitious man. Heaven favors worthy ambition. If Satan’s only offense had been ambition, God would never have hurled him “headlong flaming from the ethereal skies.” All praise to those noble women who prefer remaining metallic old maids to the end of their days to marrying men with no ambition, no promise or purpose in life. Many a woman, having formed an alliance with a poor little excuse of a man, congratulates herself upon her supposed good fortune.

Again, the power of the ideal is indestructible. Ideals are as everlasting as the soul. Fancy paints her radiant pictures; memory collects material for fresh endeavor; hope of a bright to-morrow ever urges on and upward to the prize. The mind is never satisfied. As soon as Nebo is reached there is a longing for Pisgah. Its cry is always on and upward. Excelsior, excelsior!

The ideal is wonderfully telling on the present. It underlies all the social and political agitations of the age. To-day all is astir and aglow. Mind is intensely busy. Its present triumphs tower far above its past achievements. Its future conquests will eclipse it present attainments. This is the most important of all the ages. It is a vast reservoir into which 60 centuries of the past pour their accumulated wealth and wisdom to be diffused through a thousand channels for the refreshing and enriching of human intellect. Man now holds the most responsible position ever held. It is his to guard with jealous care all that has come down to him of importance, to improve on the past and the present, and to put into operation those agencies that will ennable and enrich posterity. If you would discharge your duty and act well your part, you must be guided by lofty purposes. Anything less will drag you down and defeat the end of your existence. Stifle not the soul’s instinctive longing for something better. The soul is haunted by visions of what it might be. It has no conceptions of beauty, divineness and perfection, and were its behests only obeyed life would be far more significant, beautiful and grand. Pursue not the base and ignoble. Such aims bring the scorn and contempt of all right-minded people. Ideals are revelations. They indicate what their possessor is. They show what he loves and hates, his likes and aversions, his culture or his rudeness. Just as sure as a man is never better than the company he keeps, the books he loves,
the thoughts and desires he cherishes, he is never better than his ideal. Let your aim be that of duty. Set before your vision such lofty conceptions of manhood as will make every poor little dwarf of a man skulk forever out of sight. Resolve to be men and women. Are not the times sadly lacking in true manhood and true womanhood; is not this an age when gold instead of goodness is made the standard; when "human society is founded on cloth, hooked and buttoned together by clothes?" Is this not an age when the senseless society puppet is lionized and the true and substantial man is pushed aside? Is there not a call to nobleness and magnanimity of purpose? There is room and plenty for greatness. Everywhere there are voices calling to true manhood—from the patriot's heroic deeds, where the dust of our illustrious dead repose—from Washington to Lee—voices come, calling us to manhood. Then obey the summons that beckons you on and upward. Be men in whose majestic presence no man will ever receive the suggestion of a thought that does not exalt humanity. Let not the tempter's voice woo you from the stern path of duty. Often we are reminded that there is sublimity in the mountains heaved up into the cloudless, fathomless blue; sublimity in rolling seas; grandeur in the rushing waterfall as it leaps, dashing and splashing, sparkling and darkling, down the cliff; grandeur in the pealing thunder as it rolls from height to height, but far more grand and sublime is the spectacle of a man who pushes aside his passions, dashes to the ground every temptation to wanton dalliance and pursues only the good, the beautiful and the divine.

You may never reach your cherished ideals, but that should not discourage you; on the other hand it should encourage, stimulate, and urge you on. Remember "The Alpine climber down in the valley still wrapped in the cold and darkness, sees the first sunbeam smite with its fierce splendor the highest mountain top, and thinks it must be impossible, by any toil, to reach that encrimsoned height. And yet, as the sunrise leaps from peak to peak, he has climbed on and on, with long toil, up the mountain side, and long before the sunset, stands on the topmost crest of eternal snow heaved up into the cloudless, fathomless blue. So he, who in life pursues the highest ideal, the divine, who when duty says you must, replies 'I will,' shall, through failure and defeat, after falling and stumbling, at last find the topmost crags of duty scaled, and stand upon the shining table-lands, to which God himself is sun and moon."
YOUR LETTERS.*

Shall I miss your letters
When they cease to come?
Would the springtime miss the carols
Of the birds grown sudden dumb?
Would the Sabbath morning
Miss the chime of bells?
Would the meadow miss the river
With its fertile-laden swells?
Would the varied autumn
Miss its richest tints?
Would the daisy miss the dewdrop
Kindly night in love imprints?

Would the winter hearthstone
Miss its leaping blaze?
Think you, dear, the circling months would
Miss the brighest of their days?
Shroud the harbor beacon,
Hide the evening star;
That will tell you, dear, though weakly,
What to me your letters are.

*From "Alumni Lits and Other Lines."

HINTS ON STUDYING.

It has always seemed strange to me that more is not said about the proper methods of study. We have normal schools, teacher’s papers, and books without number, whose object is to set forth the true methods of teaching, but the poor scholar is left to learn, by the method of "trial and error," the way in which his part should be done. The writer, as may be supposed, feels a sympathy for this unfortunate class of beings, and hopes that his experience, as embodied in these "hints," may prove of service to some of them. These "hints" are, however, hints merely; the laws that govern study are the laws of mind, and these are almost totally unknown. We have, as yet, but glimpses of isolated truths, while the underlying principles are not even conjectured.

As modifying the method of study, let us, in the beginning, state the real objects of gaining and education. These, in my opinion, are: (1) To train the mind, which, as in training the body, implies (a) increase of powers and (b) forcibility in their use. (2) To gain knowledge. "The distinctive idea in education" has been stated by Rev. C. B. Hulbert, D. D., to be, "not to increase what a man knows but to augment what a man is." He illustrates as follows: "This term [education] is derived from a Latin word (educo, educare, educatum) which means to train up as a child, to rear, to culture; and it is etymologically one with another Latin word (educo, educere, educatum) which means to lead forth and to draw out. This makes the distinctive idea in education to be eduction. It implies the existence in man of latent germs, properties, capacities—call them by what term you will—which, in the process of disciplinary
training need to be developed.”

That is, the object of education is to increase one’s powers of mind. This does not seem to me to be the whole truth. In physical education, the object is not merely to increase one’s powers, but to teach him how to use them. In mechanics, work done depends upon the force employed, but also upon the mode of its application. In mental, as in military matters, success depends not more upon the forces used in the attack than upon the point of attack, and its manner. We all have failed to solve a problem by one method and solved it easily by another; yet the same mental force was employed in both cases. There is an art in marshalling the mind’s forces, and to have learned it is to have gained one of the great objects of education. This art must, however, be self-taught; it has to be learned by observing how cultivated intellects attack problems, and by noticing carefully your own varying success in using different methods for solution of problems.

But besides mental training, an object of education is “to increase what a man knows.” A great deal is being said about the knowledge acquired at college not being “practical,” and if by this is meant that college education does not make a man grow rich faster, it is largely true. But the truths taught at college are the truths that lie at the foundation of all knowledge, and bring us into fellowship with the whole world of thinkers rather than with some small proportion of them, and while we are not made millionaires, we are made powers. For instance, I am informed that “while only one-half of one per cent. of the country’s population take a college course, 52 per cent. of the public offices are held by college men.” Diversity of knowledge generally means enlargement of powers; of the world’s greatest men, almost all had the foundations of their success laid in a liberal education.

If the ends of education are those above indicated, it follows that we ought to study with an eye single to these ends, and not to study in order to recite well or get diplomas. Studying to make a good recitation is one of the most hurtful things a student can do; still, if a student must have a low motive in studying, it is far better to study for examinations than for recitations. Then the question is not “will I remember this to-morrow in class?” but “will I know this two or three months hence?” and so the lessons are studied more thoroughly. It also follows, if the true objects of study have been correctly stated, that the student should not shirk work, but should hail it as the only means of truly educating himself, for “development has labor as its price,” and hence, if he truly desires an education, his ambition will be, not to do as little work as possible, but to do as much as possible without over-
taxing himself; and, since development comes by his own labor and not by another's, he will solve his own problems, do his own translating, write his own exercises. He may do somebody else's work, but will let no one do his.

As the first specific suggestion, let me beg that the student will thoroughly learn what he goes over. By so doing he will recite better, stand better examinations and, most important, will be able far better to use his knowledge in after life. Facts half learned are worthless. Besides, we remember better what we have mastered. All of us know the difference between remembering a demonstration in geometry that we fully understand and remembering one about which we understand nothing. The same thing holds true about remembering anything else. The reason is; where we have mastered a lesson, we understand the relation of one fact to another, and one fact, when recalled, suggests the others; but when we have not thoroughly learned, the various facts have no connection with one another, and each has to be recalled by a separate act of mind. Hence, when a student takes the time and labor to master what he goes over, he does not soon forget what he learns; but he who hurries over his lesson with the sole aim of reciting well, soon looses nearly everything he has learned. This fact somewhat explains the saying "slow to learn, slow to forget." Another reason for thoroughness is that a limited number of principles underlie all knowledge. It is largely these principles that are taught at college. By learning their whole meaning, the infinitude of facts, which overwhelm the student by their very number, will not have to be learned one by one, but will be deduced from these principles. Learn the principle, perplexing details will then arrange themselves.

One's grasp upon a subject is greatly strengthened by frequent reviewing. When a student does not review, some things will slip from his memory; some links are lost; and now the various facts no longer form a connected series in his mind, but are more or less disconnected, and are, therefore, harder to recall, and far less capable of being used; and unless the missing links are soon restored, the greater number of the facts will pass from memory. Whenever you find yourself growing "rusty," review immediately; don't put off till Saturday, or the chances are that it will not be done. Let me beg of you not to "get behind." Being behind in his classes is to a student what being behind in his finances is to a business man; it takes the pleasure out of life, one is always rushed, and is almost sure to become despondent, while he who is up with his classes always has plenty of time, and life has quite a different hue. The difference is in-
credible until one has experienced it.

As to how to obtain this thorough mastery recommended, I would suggest that every lesson, if at all difficult, be gone over at least twice. After we have read a lesson over once, we are aided in understanding any difficult passage by knowing the context; we know what goes before and what comes after, and know the drift of the whole argument; and thus, what on the first reading was a complete puzzle, is often easily solved upon second perusal. Then again, in trying to discover the meaning of a difficult passage, especially in translating, we take up an idea that the passage means a certain thing, and our whole effort is to make the passage mean what we thing it ought to mean. By leaving it and going on through the lesson, and re-encountering the passage a second time, our minds are probably freed from the presupposition on which they were formerly working, we take a new point of departure, and more probably discover the real meaning of the passage.

But perhaps the great secret in mastering a subject is to concentrate attention; attack it with all your forces. This is hard to do at first, so hard that many give up trying; but the mind is not unconquerable, and can be made so docile as to work whenever and wherever we wish. Some men can study undisturbed amid the greatest noise and confusion. As soon as your thoughts wander recall them, and force them upon the matter in hand; when they rebel, subdue them; it will not be long before instead of tyrannizing they will serve you. This power of concentrating attention at will is of priceless value, and is amply worth everyone's patiently striving for.

The length of time one can concentrate attention determines the proper length of time to study. For myself I find it difficult to study more than two hours at a time, my powers seem to fag, and I find it almost impossible to keep my thoughts upon the lesson; and when one cannot longer fix his attention he is wasting time and uselessly wearing himself out to try to study longer. When thus worn out, the best thing for one to do is to put the book out of hand and mind, and rest the mind by some recreation. The man who is always studying never does much; when I see a student moping around the campus during play hours trying to study and watch the games at the same time, I know at once that he does not do much, either in class or in examination. Such men never allow their minds to rest, and consequently are never at their best; they don't give themselves a fair chance.

The fact that the attention cannot be fixed for much over two hours except under great pressure of work or excitement, gives an additional reason for early rising.
When a student tries to do, say four hours' study after supper, the mind becomes weary after some two hours work, and during the last two hours hardly one hour's work is accomplished. By doing two hours work at night and two in the morning, the student would do the whole four hours' work with fresh energies concentrated upon his task, and the result would be far greater. C. C. C.

JOHN MILTON.

John Milton was born in London, December 9th, 1608. His father, although a Puritan, was a gentleman of culture, having some taste for literature and art. He gave his son the best opportunities in his power for gaining a liberal education. The younger Milton was a hard student. He entered Cambridge at the age of sixteen. While there he wrote several poems of considerable literary merit, that gave some promise of his future career. Among these was his "Hymn on the Nativity," which was hailed as the first ray of a rising genius.

After taking the usual degrees at Cambridge he returned to his home at Horton, where he spent five years of ease, among the scenes of his early youth. Here he studied the classics and wrote a few poems, including "Comus" and "Lycidas." Welsh says: "At Horton, ere yet his eye was dimmed, while his soul was fresh and responsive to the sweet scenes of rural life, he wrote the happiest and richest of his productions." In "L' Allegro" he depicts the mirthful, and in "Il Penseroso" the pensive side of human life. Critics differ as to the date of their composition. Some refer them to this period, while others think they were written during his college days.

After his five years of rest and retirement he spent some time travelling on the continent. In Italy he attracted the attention and won the favor of the best literary men of that country, by some composition in their own tongue. This must be taken as a high tribute to Milton, for the Italians are a jealous people and slow to recognize foreign merit.

While Milton was in Italy news reached him that the hostilities between the Royalist and Republican parties had broken forth into open conflict. He returned home in the prime of physical and intellectual manhood, and espoused the Republican cause. For twenty years—from 1640 to 1660—he devoted all his powers of body and mind to the cause of political and religious liberty. The service rendered by Milton to the cause of truth and freedom can never be estimated. England to-day rejoices in a free-
JOHN MILTON.

dom of life and speech to which his labors contributed no small part. While eulogists are singing his praises as a poet, we should remember that he was also a statesman and a scholar. This fact makes his genius the more remarkable. Seldom, if ever, do we find such a combination in one man.

Milton's domestic life was not the happiest. Soon after his return to England he married the daughter of a Royalist. Their characters were not at all congenial. He spent most of his time in study, while she had been accustomed to a life in gay society. She became tired of this gloomy life and returned to her father's house, where she remained until his attention to another brought her back to him. This circumstance was perhaps the occasion for his writing several essays on the right of divorce. On this subject his views were rather extreme.

A few years later appeared his "Areopagitica," an able plea for the freedom of the press.

In 1649 he became Cromwell's Latin secretary. His "Defensio Populi Anglicani"—a reply to an attack made on the English republic by Salmasius—proved him to be more than an equal for his opponent. His work on this and other controversies hastened the blindness that had long threatened him.

After the restoration of the royal family he suffered much persecution, but was at length pardoned. In blindness and solitude he spent his last days. Yet through all these reverses of fortune his intellect retained its strength and freshness. We never hear him complain of poverty or suffering, but his lofty genius sustained by an unaltering trust in his Creator seems to lift him above their power.

It was under such conditions that he produced his greatest work, "Paradise Lost," the grandest epic poem in our language. Its composition occupied about seven years. Its preparation was the work of his life. He begins by invoking his muse to sing:

"Of man's first disobedience and the fruit Of that forbidden tree, whose mortal taste Brought death into the world and all our woe."

He then pictures the expulsion of the rebellious angels from heaven, and Satan, exulting in his new dominions, says:

"Farewell, happy fields Where joy forever dwells! Hail, horrors! Hail infernal world!"

A description of the temptation and fall of our first parents then follows. No conception of this poem can be formed without reading it. The style seems perfectly suited to the subjects treated. In his portrayals both of the heavenly and infernal spirits there is something mysterious, but when he represents Adam and Eve we at once feel that we understand them and can sympathize with them as fellow-beings.

Shortly after this appeared "Paradise Regained," which he consi-
ered superior to "Paradise Lost," but the world has decided differently. His last important work was "Samson Agonistes." He died in 1674.

Perhaps no English poet is more admired and less read than Milton. This is largely due to his style, which suggests more than it expresses. He makes no attempt to descend to the level of his readers, but rather leads with him in his lofty flight those who are able to follow. The average reader reads for entertainment, and prefers not to be overburdened with thought, but he who reads the works of Milton with pleasure and profit must think. There is a power in his words that defies analysis. He has been admired and praised by many, but successfully imitated by none.

S.

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**EDITORIAL**

**Write for the Messenger.**

As we have said before in these columns, the Messenger does not receive the proper support from the students. There is too little *practical* interest in the contents of the paper. There is no dearth of literary talent in the college, but there is among the students a feeling of indifference that makes it difficult to secure good work, and consequently it is very hard for the Messenger to maintain a high literary standard. The majority of the students seem not to appreciate the good results of careful, honest and earnest literary work. They appear to forget the fact that by no means the smallest and most insignificant part of a man's education is the cultivation of the habit of expressing himself clearly and concisely. As Lord Bacon has said, "Reading maketh a full man, conference a ready man and writing an *exact* man," and there was never a greater need of exact methods and exact thinking than there is at present. This is a day when science is supreme, and modern science is nothing if not accurate. Hence, if a man desires to accomplish any great achievement or attain to any high rank in the scientific world, he must be trained to accuracy; he must be educated in the matter of attention to detail. No more can a man achieve the highest success in the literary world unless he is exact. Macaulay pays Jane Austin the splendid compliment of placing her next to Shakespeare in the painting of pen portraits, and then concluded by saying "And almost all this is done by touches so delicate that they elude analysis, that they defy the powers of description and that we know them to exist only by the general effect to which they have contributed." And it is the great historian.
EDITORIAL.

and essayist himself of whom Thackeray says, "He reads twenty books to write a sentence; he travels a hundred miles to make a line of description." Are not these sufficient to show the necessity of precision in any great literary work?

If Lord Bacon be right, then is it not important that we should cultivate our powers of expression in written language?

But there is another reason for supporting the MESSENGER, and one that, to those who feel a deep and abiding interest in our beloved institution, is very potent. It is an acknowledged fact that "the MESSENGER is the exponent of the best literary culture of the students." The literary standard of the MESSENGER is the literary standard of the whole student body. And hence pride in our institution, if nothing else, should induce us to do all in our power to keep the literary standard of the MESSENGER as high as possible. Let us think over these things; let us resolve to do more work for our magazine next year, to make it better than it has ever been, and to raise it to a greater height than it has yet attained.

We are gratified to learn that the Trustees of Richmond College have taken steps towards supplying a felt want. At their last meeting they appropriated a sum of money, part of which is to be used in laying the foundation of a geological laboratory, part in fitting up a room for the physics laboratory, and part in purchasing apparatus. The room under the west end of the library is to be nicely fitted up and supplied with the necessary apparatus. We are told by the professor that next year the students of both classes in Physics will be required to do laboratory work. This is a decided advance and one that has been much needed in Richmond College. One of the greatest deficiencies in the course heretofore has been due to the fact that we did not have a sufficient laboratory and were unable to do much work of the kind. Thanks to our energetic professor for bringing this matter to the attention of the Trustees, and thanks to the Trustees for their prompt response.

The School of Mathematics.

It is very gratifying to the friends of the College, and especially to the alumni, who have always felt so much pride in the course of mathematics in Richmond College, that the present professor, who has just finished his third session, has shown no disposition to lower the standard, but has indicated very clearly his purpose to see that the high reputation which the school of mathematics has always so justly enjoyed shall be fully maintained.

All over Virginia, and in fact throughout the whole South, there is a growing conviction in the minds of the more thoughtful educators that one of the greatest hindrances
to our educational progress is the lack of schools for elementary training, and many are watching with interest and hopefulness the rapid growth, both in number and efficiency, of these training schools. This is already beginning to have its influence on the College, and the Trustees have not been slow to recognize the fact as shown by their directing the Faculty to put into operation a more formal scheme of entrance examinations. The requirements for admission into the lowest class in mathematics is a thorough knowledge of arithmetic and elementary algebra through simple equations.

This has made it possible to extend the course of instruction in both sections of the Junior class, so that it is hoped now that these two classes will be adequate preparation for the Intermediate and Senior courses, which are much more extensive than in most institutions of similar grade.

In the Intermediate class there has been introduced a short course in determinants, after which comes a full course in conic sections and theory of equations. The Senior class take differential calculus, integral calculus, calculus of variations and modern higher algebra, and read as parallel a history of mathematics. We get some idea of the extent of these courses by noticing that among the text books to be mastered are C. Smith's Conic Section, Todhunter's Differential Calculus, Williamson's Integral Calculus, and Salmon's Modern Algebra. The professor of mathematics as well as the College is to be congratulated upon being able to maintain such a high standard in spite of the strong tendency of recent years to drag down all standards and graduate a great many students.

We understand that Prof. Gaines was especially pleased with the success of his Senior class this session. There were seven in the class, and six of these not only made the required eighty per cent., but graduated with distinction.

The James D. Crump Mathematical Prize, founded by the gentleman whose name it bears, is a prize of twenty dollars in gold, given for excellence in the Intermediate class. It is awarded partly on the work of the session—class standing and examinations—and partly on extra work, consisting first of a prize examination in which the student is allowed to make free use of text books and other such helps and, secondly, of theses upon topics assigned by the professor. These last are expected to exhibit some independence of work at least as to mode of treatment. The prize was awarded this year for the first time, being won by Mr. Walter D. Blair, of Richmond, Va.

The Employment Bureau.

At a recent meeting of the Richmond chapter of Richmond College
alumni, Professor Boatwright presented a plan for assisting deserving students in obtaining work during spare hours. It is briefly as follows: Each applicant is required to answer the following questions:

1. What is his trade, if any, or what sort of work can he do?
2. How much time can he give to the work?
3. Is his entrance or return to college next session dependent upon his having employment?

The applications are turned over to the chairman of the committee and he, with his colleagues, arranges with the business men of the city to furnish employment to those who need it. Already about twenty applications have been made and the scheme bids fair to be a great success. Following is a copy of the notice posted on the bulletin board:

TO THE STUDENTS.

Gentlemen:—You have already learned through the public press that the movement to secure work during the session '93-4 for indigent students has met the warm sympathy and support of the local chapter of alumni. The "Employment Bureau" for next session consists of Captain Sol. Cutchins, chairman; Mr. T. C. Williams, Jr., Mr. C. W. Tanner, Professor H. H. Harris, Professor F. W. Boatwright.

Students desiring work may communicate with any one of these gentlemen and be sure of receiving the kindest attention.

Applications for positions may be made at any time, but you should not forget to state what you are prepared to do, and how many hours you are willing to work.

My address during the summer will be Bedford City, Va., where I shall be glad to advise with students of this session or those who hope to become students. Let us all see to it that no worthy young man is kept away from college simply on account of poverty.

Respectfully,

F. W. BOATWRIGHT.

June 22, 1893.

School of Modern Languages.

No previous knowledge of French or German is required to enter the Junior classes. By the end of the session students who pass the examinations in these classes have a fair acquaintance with the principles of French and German syntax, and can read modern authors with ease. In a certain sense the Junior course is complete in itself, and ought to be taken by every student who cannot graduate in the school.

The Junior classes furnish any bright student a good basis on which to build, and with the knowledge thus acquired he can develop his attainments indefinitely. More attention is paid to conversation in Junior than in Senior classes, and a promotion in these classes means at least that a man would not starve in Germany or France if he had the money to pay for what he wanted.
In the Senior classes much attention is paid to reading the classic literature of the eighteenth century in Germany and the seventeenth in France. A full course of literature is taught, partly by lecture and partly by study of some textbook. Syntax is thoroughly studied, and much time is spent in translating English into French.

An important feature of the course for the past two sessions has been known as parallel work. This has usually consisted of French and German texts to be read in private for examination, but not for recitation. As indicated in the new catalogue, this parallel work has been increased and extended for next season. It now has a more definite purpose, and will receive more careful supervision. The class work will attempt a broad survey of the literature studied, while the parallel is arranged to afford an intimate acquaintance with a limited but brilliant period. It is possible that some of this work may be done in a seminary organized for the purpose. The texts for parallel use are published in the catalogue in the hope that many students may find it pleasant and expedient to do a part of the required work during the summer vacation. Especially is this recommended to those who expect to carry many classes next session. As will be seen by the schedule of examinations, published in the catalogue, examinations on parallel reading and literature will occur in April instead of in connection with the examinations on class work. I request those who have been in my classes and who have realized the importance of the study of French and German, to urge others to study these languages. You will thus do me a favor and your friends an inestimable service.

F. W. B.

Commencement!!

"Did you get your 'dip' on English?"

Mr. A. (translating Latin)—My pristine glories were of the eternal future.

Mr. D.: "Look at that fellow on that transom (tandem); I wish I had one like it, so I could take my girl riding."

Mr. L. recently left college and began clerking in a country store. Some ladies came in one day and asked to see some hose. "Oh, yes," replied Mr. L., "we have quite an assortment," and straightway he hurried up stairs, and in a moment returned well laden with garden hoes, grubbing hoes, and hoes of all shapes, sizes and descriptions. The ladies fled in dismay.
A week's record in Junior II. Latin.

Monday-
Prof.: "Mr. D, will translate."
Mr. D.: "I'm unprepared, Professor."

Tuesday-
Prof.: "Well, Mr. D., try it today."
Mr. D.: "I was sick last night."

Wednesday-
Prof.: "Go on, Mr. D."
Mr. D.: "Professor, I had company last night."

Thursday-
Mr. D. absent.

Friday-
Prof.: "Well, Mr. D., you were absent yesterday, try it to-day."
Mr. D.: "Unprepared; didn't know where the lesson was."

Mr. S. (in Int. Eng.): Professor, what do you mean when you say he was a "scape grace"? (scape-grace.)

Professor: "Mr. C., what is a point?"
Mr. C.: "A point is something that a fly can't alight on."

Mr. R. (talking to his girl): There is only one thing about you that I can criticise, Miss E.
Miss E.: And what is that?
Mr. R.: You can never admire in another a virtue that you do not have yourself.
Miss E.: You are certainly very severe.

Mr. R.: Because you have them all.

Commencement is a happy time for the school boy or girl and the college student. It is indeed a "commencement" of three months of enjoyment, of rest and home that fits us for the duties of another nine months' labor. Let us all profit by this "breathing spell," and not allow it to have the opposite effect to what it is intended to accomplish, by making us indolent and lazy.

No "jollification" this year, not because some of us did not want it, but because, we think, we lack a McGarrity or some one else with the proper qualifications to carry it to the successful result which "Mac" accomplished last year. The boat club would have been gratified at the financial aid such an entertainment would have afforded, but, although we had the permission of the faculty, no one was found with the proper qualifications who was willing to undertake the management of so onerous a task along with his other college duties. The pleasures of a jollification are always green in the memories of the Richmond College students, and we hope the proper man can be found next year to undertake it, as with good management we are sure it can be made a success in both an artistic and financial sense.
Are you going to the World's Fair? Mr. W., of Memphis, Tenn. (formerly of Chattanooga,) said he was going to buy Madam's "Canada men" until he drew enough to pay his expenses to Chicago. He left before commencement with instructions for his "old lady" to forward his Greek promotion, and we did not inquire whether he had obtained the requisite amount. We do not recommend his plan for obtaining the necessary funds.

Some one, we think it was Mr. W., said that Keswick School had a "football nine of eleven men."

One of our young lady friends who was in attendance upon the Field Day contests expressed great surprise and indignation at the statement made by her escort that "many of the college records had been lowered."

Despite many forebodings and expressions of apprehension that Field Day this year would not come up to the standard, it was a great success, and reflected credit upon the efficient committee who had charge of the event. Many records were improved upon, and it seems that Field Day at Richmond College is a fixture. The results of the contests this year compare most favorably with those of similar events at other colleges, and excelled at nearly every point those of Randolph-Macon. By the way, could we not arrange some inter-collegiate track contests next year? We have base ball, football, and lawn tennis matches, and our advance in track athletics of recent years has, to say the least, been encouraging.

Mr. —— says that if he didn't make any of his classes he got five hundred dollars worth of knowledge this session, although one of his fellow-students remarked that he didn't think it would bring five cents at auction. We have noticed that Mr. —— made a distinction if not a promotion with the "calico" ticket.

Mr. O. says a certain criminal condemned to the gallows "had the black cap put over his face and didn't look sad."

It is wonderful how much the Richmond College student thinks he can do with his contingent deposit when it is refunded at the close of the session. If he is a "dog student," it is just the amount with which to pay his room rent; but even if he has planned early in the session to make this disposition of the money, the prospect of such a large amount coming to him at the close of the year encourages him in expensive habits, and he contracts debts, each to the amount of the expected funds, by some vain and fallacious reasoning trying to convince himself that he will pay them out of his contingent deposit." If he is a resident student,
of course he can do twice as much with it. He can pay his subscription to the Messenueer, settle his bills with Madam and the lady who keeps his linen clean and white, and he expects to pay his fare with the remainder, after settling his balance with the mess hall accountant. But, alas! He "breaks a light," and as he is strapped at the time, goes contrary to the advice of our jovial chairman when he exhorts us to "come panting" and settle at once, reserving it to be paid out of his contingent. This is in snow-ball season, and after the down element has disappeared he thinks he is safe from a repetition of the misfortune. But he forgets that the base ball grounds are dangerously near the college building, and in his effort to write his name high on the tablets of fame with a three bagger or home run, he sends a liner through a chapel or dormitory window, and says nothing about it, taking consolation in the thought that his contingent will cover it. But worse than all this, he sometimes surprises himself and his friends by earning a diploma or two, and as sheep skins don't grow on trees, they, too, have to come out of the contingent deposit; and at the close of the session, he goes into the treasurer's office to receive his allowance, and finds he has something to make up. Despite its hallucinations and disadvantages, however, the contingent is a considerable "helper" at a time when help is needed.

Owing to the fact that our local editor was called away to take part in a game of base ball, we have been obliged to clip our report of the Commencement from the Dispatch.

SUNDAY NIGHT.

The chapel of Richmond College was filled to overflowing on Sunday night with a brilliant audience gathered to hear the commencement sermon by Rev. George Dana Boardman, D. D., of Philadelphia. The rostrum was tastefully decorated with carpet and festoons of the college colors. Promptly at 8:15 the preacher appeared, attended by Dr. H. A. Tupper, vice-president of trustees, who presided on the occasion, and Dr. George Cooper, who took part in the opening exercises. The music was in charge of the Clay-Street Baptist choir, who rendered very impressively an opening anthem and led the vast congregation in singing the hymns selected for the occasion. After a graceful introduction he announced his text as found in Hebrews viii, 5, "See that thou make all things according to the pattern that was shewed thee in the mount," and the theme, "All True Art is Human Figuration of Divine Form."

Figure, he proceeded to explain, differs from form as the external from the ideal, the material from
the spiritual, the changeable from the unchanged. The evolution of catterpillar into butterfly is only change of figure; the archetypal form, the personal identity, remains the same. Figure in art, then, is a material expression of the immaterial idea—the form is of God, the figure of man. This conception clearly stated, beautifully illustrated and sustained by apt quotations from poets, critics, and from Holy Writ was applied successively to the several arts—architecture, sculpture, painting, music, literature—in each of which he traced the divine ideals of worship, beauty, harmony, righteousness, with their proper figuration in devotion, grace, melody, and virtue. Nothing less than a verbatim report could do justice to the subtle analysis, the nice discrimination, the wealth of classic allusion, the abundant illustration from the master-pieces of art, the chaste and elegant diction of the address. Throughout, the preacher called attention to the moral bearing of his theme, since every man is architect of his own fortune, sculptor of his own character, painter of his own surroundings, musician of his own life, poet of an immortal soul, and this thought in a brief and striking recapitulation formed the concluding exhortation to the young men—both those who go forth with well-earned honors and those who return to complete their college course—to fashion their lives on the divine model.

MONDAY NIGHT.

The exercises began with prayer by Rev. J. B. Hutson, after which Mr. David H. Scott delivered the salutatory, in which he gracefully welcomed the visitors, and tenderly referred to the pleasant recollections which the past season had left in the mind of the students.

The oration “Epic Poetry the Great Masterpiece,” which was delivered by Mr. C. W. Duke, was a beautiful effort, replete with graceful language and excellent rhetoric. The subject chosen by the young speaker was a broad one, but Mr. Duke handled it in a manner which thoroughly displayed his knowledge of history and classic literature. He was liberally applauded when he resumed his seat, and during the deliver of the oration he commanded the rapt attention of his auditors.

POWER OF THE IDEAL.

The second speaker, Mr. H. T. Allison, was introduced by Mr. Ernest Long. The subject of Mr. Allison’s address was “Power of the Ideal.” The ideal, said the speaker, is the inspiration for all that was lovely in religion, poetry, art, or Scripture. It makes its impress on all nations in proportion to their culture and refinement, and prompts the noblest and grandest sentiments of all ages. The discourse was couched in vigorous, ornate language, and while it was a pretty example of word-painting, it also contained many sound, prac-
tical ideas and suggestions which displayed thought and research.

MR. LONG'S VALEDICTORY.

The valedictory was delivered by Mr. Ernest M. Long, of this city, who was most cordially greeted when he commenced his remarks. His oration necessarily had a touch of sadness in it, but it contained much enthusiastic college sentiment, which evoked the applause of the students. Mr. Long alluded to the fact that a Richmond College boy had won the medal in the State oratorical contest; that the tennis championship had been captured by his collegians, and predicted that the college boat crew would win the laurels in the coming regatta. He made the adieu of the students to the girls in a most graceful way and referred to the stimulus which they had received from the encouragement of the fair ones.

TUESDAY NIGHT.

The address delivered by Hon. Harry St. George Tucker, M. C., was as the speaker said no attempt at oratory, but a plain, practical talk, and it contained much sound advice and many witty sayings. At the close of his address the society medals were delivered by Rev. Dr. J. C. Hiden. The names of the medallists appear in another column.

The medal offered by the Geographical and Historical Society was awarded to Mr. H. T. Allison, of Virginia. The prize was presented by Rev. Dr. W. W. Lang, who briefly sketched the history and objects of the society, which was founded three years ago by Professor Frederick W. Boatwright.

THURSDAY.

About half-past 8 o'clock the professors, trustees and graduates marched into the hall and took their seats upon the rostrum. The latter were all attired in evening dress and wore becoming little white boutonnieres.

The exercises commenced with a prayer by Rev. Dr. Corey, after which Professor Pollard read a list of those who received distinctions in junior and intermediate classes.

The presentation of certificates in the classes of physical culture followed next.

Dr. Curry read a well-prepared paper eulogizing the late J. A. Bostwick, of New York, one of the benefactors of the college.

After the announcement of promotions in the junior classes, Rev. Dr. Hiden presented the "Woods" and "Steel" medals. The former is a prize for declamation and the latter for reading. Both were won by Mr. Henry C. Burnett, who was liberally applauded when he came forward to receive his honors.

Dr. Hiden, in commenting upon the necessities for elocution took occasion to remark that only once in his life had he ever heard the Episcopal service read in the proper manner. He gave imitations of the poor manner in which some preach-
ers deliver their sermons, but complimented Rev. Dr. Hoge most highly for his powers in this line.

Professor Puryear delivered the certificates of promotion to those who passed successful examinations in the intermediate classes.

The "James D. Crump" prize for mathematics ($20) was awarded to Mr. Walter D. Blair, of this city. The envelope containing the check was presented by Rev. Dr. J. C. Long, who complimented the recipient most highly for his talent in "one of the noblest of all sciences."

The diplomas to the graduates in the various schools were presented by Professor Puryear.

The "Tanner" medal for Greek, which was won by Mr. Frank C. Jones, of Bonham, Texas, was presented to the lucky young man by Judge Beverley R. Wellford.

THOSE WHO WON DEGREES.

Dr. Curry announced the names of the ministers upon whom the degree D. D. has been conferred by the Board of Trustees, after which Professor Puryear conferred the degrees upon the graduates. Their names are as follows:

Masters of Arts—Christopher Cridlin Crittenden, Burkeville, and Claudius W. Duke, Nansemond county.

Bachelors of Arts—Thomas Sanford Dunaway, Loudoun county; William Luther Hayes, Petersburg; Milton Josiah Hoover, Bath county; William Carey James, Austin, Tex.; William Montague Jones, Richmond; Leslie B. Samuels, Bardstown, Ky., and David H. Scott, Richmond.

Bachelors of Law—John H. Dinneen, Richmond; Hamner G. Freeman, Lynchburg; T. Thomas Mosby, Richmond; Chas. Miller Waite, Culpeper, and Lindsay C. Wolfe, Giles county.

Our Oarsmen.

THEIR THIRD SUCCESSIVE VICTORY IN THE STATE REGATTA.

The indomitable pluck and skill of our college crew were again crowned with success in the annual contest for the "French Challenge Cup" of the Virginia Association of Amateur Oarsmen.

The race came off on the afternoon of June 24th, and the scene of the regatta was transferred from the usual course on the James to the Appomattox just below Petersburg. This change was made at the request of the Appomattox Boat Club of Petersburg, who entered crews in the regatta for the first time in several years.

The train from Richmond bore crowds of sympathizers with the fortunes of the local and college crews, and the Cockade City turned out en masse in honor of her own boys and their visitors.

The tall bluffs on the Prince George side of the river furnished a natural grandstand for several thousand spectators, while many others took advantage of the schooners
and barges for a closer view of the finish.  

The course was neither so wide nor so easy as that to which we have been accustomed, since the jetties considerably narrowed the channel, and several bends in the river were especially unfavorable to a heavy crew.  

The preliminaries consisted of a single-scull race between Welch of the Virginias and Mahone of the Appomattox Club, in which the former won an easy victory, and the struggle between the junior crews of the same clubs. This was quite close and exciting, and resulted in the Appomattox boys winning by half a length.  

These contests seemed to arouse the interest of the crowd in the event upon which the main interest centered, the race between the senior four-oared gigs for the handsome trophy and medals of the Association. Three crews were entered, their names and weights being as follows:  

**APPOMATTOX CITY.**  

<table>
<thead>
<tr>
<th>Name</th>
<th>No.</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Butler Mahone</td>
<td>1</td>
<td>133 pounds</td>
</tr>
<tr>
<td>William T. Riddle</td>
<td>2</td>
<td>152 pounds</td>
</tr>
<tr>
<td>Alfred Friend, Jr.</td>
<td>3</td>
<td>154 pounds</td>
</tr>
<tr>
<td>Raymond Mancha (stroke)</td>
<td></td>
<td>167 pounds</td>
</tr>
<tr>
<td>W. G. McCabe, Jr. (coxsw.)</td>
<td></td>
<td>125 pounds</td>
</tr>
</tbody>
</table>

Total weight of crew, 731 pounds; average weight of oarsmen, 151½ pounds.  
Colors—Navy-blue and white.  

**THE VIRGINIAS.**  

<table>
<thead>
<tr>
<th>Name</th>
<th>No.</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. B. Pegram</td>
<td>1</td>
<td>150 pounds</td>
</tr>
<tr>
<td>B. A. Adams</td>
<td>2</td>
<td>175 pounds</td>
</tr>
<tr>
<td>L. M. Williams</td>
<td>3</td>
<td>160 pounds</td>
</tr>
<tr>
<td>A. S. Petticolas (stroke)</td>
<td></td>
<td>160 pounds</td>
</tr>
<tr>
<td>F. B. Smith (coxswain)</td>
<td></td>
<td>115 pounds</td>
</tr>
</tbody>
</table>

Total weight of crew, 760 pounds; average weight of oarsmen, 161¼ pounds.  
Colors—Red and white.  

**RICHMOND COLLEGE CLUB.**  

<table>
<thead>
<tr>
<th>Name</th>
<th>No.</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. E. Loyd</td>
<td>1</td>
<td>165 pounds</td>
</tr>
<tr>
<td>Charles Clements</td>
<td>2</td>
<td>175 pounds</td>
</tr>
<tr>
<td>T. H. Athey</td>
<td>3</td>
<td>175 pounds</td>
</tr>
<tr>
<td>J. H. Read (stroke)</td>
<td></td>
<td>165 pounds</td>
</tr>
<tr>
<td>A. H. Sands, Jr. (coxswain)</td>
<td></td>
<td>127 pounds</td>
</tr>
</tbody>
</table>

Total weight of crew, 807 pounds; average weight of oarsmen, 170 pounds.  
Colors—Garnet and cream.  

The gig of the college crew is a handsome craft, 42 feet in length and about 125 or 130 pounds’ weight. It is built of cedar, is flat-bottomed, and very light draught. This description answers pretty well the gig of the Virginias, the length, weight, build and draught being about the same. The college crew used the same gig in which they won the last two regattas. The gig of the Appomattox crew is a paper boat, sharp keel, of deeper draught than the others, is forty feet in length, and weighs 150 pounds.  

About ten minutes were consumed in getting the three crews in their proper positions. At the given signal all the oars dipped the water at the same time—the Virginias and College crew pulling thirty-nine strokes to the minute and the Appomattox thirty-eight. The start was exactly even. At the eighth-of-a-mile post the Virginias were in the lead, with the College crew a good second, and the Appomattox third. These positions were held respectively until the three-quarter-mile post was reached—when the Virginias went to the Chesterfield side of the river—the position occupied by the Appomattox crew—thereby gaining about a boat’s length on the
College crew, the latter being about fifty yards ahead or the Appomattox. The Virginias quickened their strokes to forty-one and the College to forty per minute and held their position until the mile post was reached, the Appomattox dropping still further behind. Thence over to the mile-and-a-quarter post the College crew gained on the Virginias. At that point both crews spurted and strained every nerve for the finish, which was a glorious one—the College boys passing under the string about one and a half lengths ahead of the Virginias, amid the cheers of their friends aboard the barges and along the shore. The mile and a half was made against wind and tide in 9.04.

The people of Petersburg showed the visiting crews every attention, and in the evening a reception was tendered them, when Capt. F. R. Las-siter presented the prizes, in the name of the Virginia Association. The handsome gold medals become the property of the individual members of the crew, and the cup, which is of solid silver and cost $750, will remain in the Library Hall of the College so long as our strength and skill can keep it against all other contestants. It has been won by the following crews since the organization of the association: 1880, 1881 and 1882, by the Rives crew; 1883, by the Appomattox crew; 1884, by the Virginias; 1887 and 1888, by the Old Dominion crew; 1889, by the Virginias; 1891, 1892 and 1893, by the Richmond College crew. No crew has yet held the cup for four years in succession, but our boys and their excellent trainer, Judge J. C. Lamb, to whom they owe so much of their proficiency, are determined to break the record in this respect, and they will undoubtedly do it if they receive proper financial and material support next session.

Great credit belongs to the whole crew for their hard work, but special praise should be given Messrs. Clement, Read and Athey, who during the past three years have contributed so largely to making and upholding the fame of Richmond College upon the water. We would echo the sentiments of the Richmond Dispatch in an editorial published on the morning after the regatta:

"Ashore 'Appomattox' is associated with a defeat which Richmond in common with all the South lamented, but on water it is now associated with a famous victory for us, since the Richmond College crew won the boat race on that river yesterday and became entitled to hold on to the championship cup. We'd fill that cup to them if we had it in hand and were in reach of a properly-charged fountain. As it is, we offer our congratulations instead."

Field Day Records.

On account of our full columns this issue, we cannot do more than
record under this head the winners of the field day events and their records. May 5th was the date, and the following were the results:

<table>
<thead>
<tr>
<th>Contest</th>
<th>Winner</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoe Race</td>
<td>A. H. Sands</td>
<td>—</td>
</tr>
<tr>
<td>Mile Walk</td>
<td>S. P. Devault</td>
<td>10:13⅓'</td>
</tr>
<tr>
<td>Throwing B. B.</td>
<td>A. D. Louthan</td>
<td>109 yds.</td>
</tr>
<tr>
<td>100-⅔ Dash</td>
<td>P. S. Bosher</td>
<td>10¼ sec.</td>
</tr>
<tr>
<td>Broad jump, st'd.</td>
<td>R. W. Hatcher</td>
<td>9ft. 6½in.</td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>&quot;</td>
<td>A. D. Louthan</td>
<td>9ft. 3½in.</td>
</tr>
<tr>
<td>&quot;</td>
<td>R. W. Hatcher</td>
<td>8ft. 3in.</td>
</tr>
<tr>
<td>Mile Run</td>
<td>S. P. Devault</td>
<td>29½'sec.</td>
</tr>
<tr>
<td>Hurdle Race</td>
<td>A. D. Louthan</td>
<td>29½'sec.</td>
</tr>
<tr>
<td>Lawn Tennis, 1st.</td>
<td>Fred. A. Jones</td>
<td>—</td>
</tr>
<tr>
<td>&quot;</td>
<td>2d. G. H. Winston</td>
<td>—</td>
</tr>
<tr>
<td>High jump, st'd.</td>
<td>R. W. Hatcher</td>
<td>4½ in.</td>
</tr>
<tr>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>&quot;</td>
<td>A. D. Louthan</td>
<td>4½ in.</td>
</tr>
<tr>
<td>&quot;</td>
<td>R. W. Hatcher</td>
<td>4½ in.</td>
</tr>
<tr>
<td>Pole Vault</td>
<td>L. B. Samuels</td>
<td>8ft. 4½in.</td>
</tr>
<tr>
<td>Coal Race</td>
<td>A. D. Louthan</td>
<td>—</td>
</tr>
<tr>
<td>Gymn. Drill, 1st.</td>
<td>J. R. Murdock</td>
<td>—</td>
</tr>
<tr>
<td>&quot;</td>
<td>2d. J. A. Crews</td>
<td>—</td>
</tr>
<tr>
<td>All-round Medal</td>
<td>A. D. Louthan</td>
<td>—</td>
</tr>
</tbody>
</table>

Athletics.

As was the case with last year’s team, and this session’s foot ball eleven, the last games played by the base ball team were more successful than the first. The only match game played on the campus was with Keswick, May 6th. We were anxious to repay the gentlemen from Cobham for the foot ball defeat we suffered at their hands last session, and we effectually succeeded in doing so, the game resulting in a victory for Richmond College by a score of 11 to 1. The team played the last of the series of three with Randolph-Macon on June 15, in Ashland. The game resulted in a victory for our boys by a score of 13 to 2. Special mention is due to Burnett, who pitched in both these contests. In the former, his opponents succeeded in “finding” him safely only three times, and in the latter game only four scattering hits were made off his delivery. The whole team played well, only three errors being made in the Keswick game and one in the Randolph-Macon contest. Efforts were made to meet Hampden-Sydney, but the team’s trip to that institution was fruitless, as the game had to be postponed on account of rain, and satisfactory arrangements could not subsequently be made.

Messrs. C. C. Crittenden and Fred. A. Jones, as representatives of Richmond College in lawn tennis, have made quite a reputation for themselves and reflected honor on their alma mater by their victories over the Randolph-Macon and University of Virginia champions. The first of these contests took place in Ashland on June 3rd, when Messrs. Crittenden and Jones won the series; score, 2 sets to 0. The score in both these sets was 6 to 4. Messrs. Hall and Evans were Randolph-Macon’s representatives.

On June 8th Messrs. J. H. Eaton and E. F. Mayberry, representing the University of Virginia, played Crittenden and Jones a championship series of doubles and singles, which resulted in a victory for our representatives as follows: Doubles, best three out of five sets, R. C., 3; U. Va., 2. Singles, best two out
of three sets, R. C., 2; U. Va., o. Mr. Crittenden played Mr. Eaton in the singles.

**Society Medals.**

In the Mu Sigma Rho society the gold medal for most improvement in debate was won by Mr. F. W. Osborne, of Brunswick county, and the best debater's medal was captured by Mr. C. W. Duke, of Nansemond county. In the Philologian society, Mr. Jacob Sallade, of Fredericksburg, received the improvement medal, while Mr. Frank Williams, of Fairfax county, was awarded the medal for the best debater. The joint writer's medal was won by Mr. C. W. Duke, on his essay published in the last issue of the MESSENGER, entitled "Epic Poetry—The Great Masterpieces," and the joint orator's medal also was captured by Mr. C. W. Duke on his oration on "Milton, the Poet."

Besides the honors mentioned, Mr. Duke has made a reputation for himself and reflected lasting honor on Richmond College and her literary societies by his achievement at the University of Virginia on the night of May 5th, when he was awarded the medal for the best oration in the State Intercollegiate Oratorical Association, over six competitors. His oration on this occasion was the same one on which he won the joint orator's medal. The news of his success was received with unbounded enthusiasm, and Mr. Duke was escorted from the train with great pomp and rejoicing on the part of his fellow-students. All of these honors have been well merited by our ex-editor-in-chief, and we regret, for the sake of the MESSENGER and the societies that this is Mr. Duke's last year at college, yet we offer him our sincere congratulations that after this session he will be able to write M. A. after his name.

Banquets, as is usual towards the close of the session, were "all the go" during Commencement week. Of course the fraternities had their annual convivial, and on Wednesday night of Commencement week the Society of Alumni assembled around a magnificent festal board, with Dr. Curry as toastmaster. Many toasts were offered and responded to in a happy manner by honored alumni. But a banquet never before heard of here was the one given this same night by the newly organized Richmond College chapter of the I. O. O. F. (Independent Order of Flunks). We believe (of course the editors were not among the number) that the participants fared sumptuously and buried their blasted aspirations after college honors under an overwhelming load of—what they generally have at banquets.

**Y. M. C. A.**

The regular business meeting was held June 1st. The principal
business transacted was the election of new officers and the reading of reports of retiring officers.

The officers elected were: President, J. H. Franklin; Vice-President, R. E. Lockett; Recording Secretary, J. P. Essex; Corresponding Secretary, J. Sallade; Treasurer, W. F. Long.

Mr. J. D. Hart was chosen to deliver the address of welcome at the opening of next session.

The report of the committee appointed to look into the advisability of organizing within the association a loan furniture department was received and adopted. The object of this department is to secure old furniture from those students who do not expect to return, and to rent or sell it the next session to new students. This will be a great convenience to the new students, as they have to encounter a great deal of difficulty every session in providing themselves with furniture.

The annual sermon before the Y. M. C. A. was preached on Sunday night, June 4th, in the Centenary Methodist church, by Rev. Dr. Sledd, pastor. The students attended in a body and expressed, in the most complimentary terms, their appreciation of the sermon. The doctor's text was in I Chronicles, xxviii. The report of the year's work was read by the president of the association.

Mr. Jacob Sallade was selected as our representative to the Students' Summer School at Northfield, Mass.

H. and G. Notes.

There is a close relation between geography and history. Natural boundaries and community or diversity of interests from geographical causes divide or unite nations, and produce repeated changes in history. War follows close upon the heels of the discovery of a land whose spacious harbors and fertile plains have become a source of the powerful.

The search for truth is always commendable in the busy age when most men are satisfied with superficial views of things. The work of our society is to search out facts, to know the real causes of great historical events and their effect upon a nation's welfare; to see how the land lies and what it produces when tickled by the hand of man.

The first year's work was rather devoted to geography; the second year has been spent on history. It is needless to say that papers of interest and merit have been presented during the year, as we have followed the fortunes of the civil war. Discarding American histories for the present, we have used one written by an Englishman, in order that we might have a fair and disinterested account as our guide. Under the leadership of our popular and enterprising Professor Boatwright the society has done good work during the session, though
we regret that a larger number of students have not identified themselves with the society. It offers at once opportunities for careful research into most interesting subjects and an exercise of our powers of expression. There has been a stimulation to faithful work in the form of a gold medal for the best essay. This was won by Mr. H. T. Allison, his essay being written on "The Battle of Seven Pines."

In the opinion of the writer one of the very best things at our Comment was the happy and thoughtful speech of Dr. W. W. Landrum in presenting this medal. He spoke of the rank the society holds among organizations of a like nature in various parts of the world, of its interchange of publications with the leading societies, and the spirit of progress manifested. The winner of the prize was complimented in high terms.

At our first public meeting next session Prof. Otis I. Mason, of Washington, D. C., will be the orator, and his reputation as a scholar and speaker justifies us in expecting something excellent.

Personals.

W. O. Carver, (M. A. '90,) one of the old boys, is at Fourth-Street Baptist church, supplying during the month of June. We welcome him from the "blue grass regions" back to "Old Virginey." During the summer he will travel for the Southern Baptist Theological Seminary.

Lewis D. Craddock ('91) is in the city recuperating. He left the Seminary early on account of ill health.

Madame Rumor says that the "conjugal monster" is walking in our midst and will ere long have devoured the affections of some of our boys. Watch him, for he is verily coming.

We regret to chronicle the death of our servant, "Jim," who has been with us so long. He died from pneumonia.

E. B. Pollard, (M. A.,) who has been pursuing a Ph. D. course at Yale, has accepted a call to the First Church, at Roanoke.

Garland Pollard ('90-'91) is again with us. He graduated in law at Columbian University this year. He is expecting to hang out his "shingle" in this city.

On June 21, the prophecy of a great many of the students was fulfilled, W. L. Britt was the first (and from present indications, not the last) to be initiated into the "matrimonial fraternity." The marriage took place at the residence of the bride, Miss Gertrude Bernett. After the ceremony the happy couple took a C. and O. trair for Phebus, Va., where Mr. Britt is located. The MESSENGER extends them best wishes for a long and successful life.
Cupid’s darts seem to have been unusually effective this year, and the little love-god is no doubt rejoicing over his success.

On the 27th of June Rev. M. J. Hoover, a B. A. graduate of this session, led to Hymen’s altar Miss Nellie C. Sisson, of Richmond. The couples in attendance were H. W. Provence (best man) with Miss Julia Bowie, both of Richmond; Mr. J. E. Hixon, of Tennessee, with Miss Clara Carter, of Richmond; Mr. R. W. Hatcher, of Montgomery county, with Miss Ray Woodville, of Orange county. The ceremony was performed by Rev. Dr. W. E. Hatcher. After the nuptial vows were consumated the bridal party took the C. & O. train for Bath county, the home of the groom. They will return to Richmond in August, and Mr. Hoover will resume charge of his churches in Henrico county.

The MESSENGER offers congratulations and best wishes for a long and prosperous voyage over the sea of wedded life. May no storm ruffle the smooth surface of the waters and may the sun of happiness ever shine upon them, and the breezes of prosperity waft them gently over life’s course, safe into the blest harbor of peace, where their feet shall touch the golden strand and they shall receive their jeweled crowns.

---

The visitors to our exchange table this month are not quite as numerous as usual, but nevertheless we have a fair supply. We notice the journals from the leading colleges and universities are taken up largely with accounts of base ball games. The space allotted for personals we perceive is rather on the increase as the session draws to a close; this feature no doubt is used in cases of emergencies.

We find a rather unique stranger among us, and after wading through six or eight pages of personals and making a very close examination, including advertisements, etc., we find that the annual subscription is fifty cents per year, payable in advance:

The name of which we cannot tell,
The reason why you know full well.

The Trinity Archive contains a very able article on the “Importance of the Nicaragua Canal.”

What’s the matter with Hawaii?

The Furman Echo we find unusually attractive this month. All the contributions are well written. Special mention should be made, however, of “True Heroism” and “Memory.” Every department is
well edited, and we shall always hold you in our high esteem.

The Student's Life contains an excellent editorial on the disgraceful affair in the Ohio College. The writer says the barbarous custom of hazing and the brutal initiation rites are not yet extinct. The Messenger agrees with you and will further state that we are of the opinion that such brutal maneuverings not only provoke the feelings of the living college students, but blacken the memory of the dead. We regret exceedingly to mention such occurrences, but it should be done.

A HISTORY.
To college Chappie went, and the Pater's cash he spent,
And he cut a sporting figure, don't you know;
He smoked the deadly cig., and although he flunked in Trig,
He didn't mind, it was so beastly slow.
He was often on a skate, and remained out much too late,
And his head did suffer so, it was too bad!
He considered shaking dice much too vulgar to be nice,
For when you lose, the other man is glad.
The parties and the balls, the receptions and the calls,
His giddy life in fashion's widest sphere,
Wore him out as much in health as it wasted Pater's wealth,
And the sequel of it all you now shall hear:
For poor Chappie wasn't strong, and so it wasn't long
Before there came to him his fatal day,
When he changed his boutonniere for a smaller one to wear,
And caught cold and in the morning passed away.

We are always pleased to receive The Emory Phoenix, and we enjoy it very much.

The Owl of the Ottawa University brings us good news from the land of winter, ice and snow. If it can be considered as a specimen of the college journals published in Canada, we can congratulate them. The Home Rule question was ably discussed in their April issue. We have more of a brotherly feeling for you now, since the Mason and Dixon's line has been removed to your borders. Let us hear from you often.

The Swarthmore Phoenix is again with us after an absence of two months. Much good could be done if our college editors could be persuaded to write such articles as the one contained in your last issue on the "College and the Public." The writer clearly shows that whatever affected the general public must in some degree have an influence on its educational institutions. He thinks the time has long passed when our leading men will come directly from the lower walks of life educated by themselves, and he is correct in his opinion. We do not hear of statesmen and presidents nowadays getting their education after they are twenty-one years of age who pass the weary hours of study encouraged only by the rays from the lightwood knot. It is to college-men that our country must look for her future.
"In the parlor were they sitting,  
Sitting by the firelight's glow—  
Quickly were the minutes flitting,  
Till at last he rose to go.

With his overcoat she puttered,  
From her eye escaped a tear,  
'Must you go so soon?' she muttered;  
'Won't you stay to breakfast, dear?"

——

**College News, Clippings, Etc.**

One-third of the university students of Europe die prematurely from effects of bad habits acquired in school; one-third die from lack of exercise, and the other third govern Europe.—*Ex.*

All of President Cleveland's cabinet, except one, are college-bred men.

Over four thousand students in the American colleges are preparing for the ministry.

The leading professors at the University of Chicago receive a salary of $10,000 per year.—*Ex.*

One of the leading college papers desires to inform us that these salaries are paid to the "Misters." We also learn that "Misters" will have the option as to whether they will have examinations in their several classes.

"All but God is changing day by day."

"The evil that men do lives after them,"  
The Roman speaker said.

No wonder, then, the world is bad;  
So many men are dead.

What a man pays for bread and butter is worth its market value and no more; what he pays for love's sake is gold indeed which has a lure for angels' eyes and rings well upon God's touchstone.—*Ex.*

The first college paper ever printed in the United States came into existence at Dartmouth College, with Daniel Webster as editor-in-chief.

Harvard has graduated 18,000 students.

A hospital for dogs has been established in connection with the University of Pennsylvania.—*Ex.*

The University at Cairo has the largest attendance of any college in the world. The number of students is 10,000. Founded A. D. 973.

A student at college included in the list of expenses, which he sent to his father, the item charity $30. The father remarked in his reply, "I fear that charity covers a multitude of sins.—*Exchange.*

A German philosopher proposes to live upon electricity, and thus do away with the tedious process of eating. His menu would probably be something like this: Greased lightning for breakfast, thunderbolts for dinner, and shocks and currents for supper.—*Ex.*

MY PONY, O.

(—May Burns forgive me.)

Upon my shelf, where learned books  
Stare at me grim and stony, O;  
There beams on me with kindly looks  
My plump and sturdy pony, O.

Whilst lamp burns dim, and eyeballs ache  
At conning lines so many, O,  
From that high shelf I long to take  
My willing little pony, O.
I think of eyes that on me shone,
And hair that is so bonnie, O;
My task, whilst thinking, lies undone—
I'll have to use my pony, O.

* * * * *

Next day, Professor said to me,
"Your reading sounds quite Bohn-y, O;
Between the lines I plainly see
The footprints of a pony, O,"

The following sentence is a celebrated punctuation puzzle, and if properly punctuated makes good sense:
"If Moses was the son of Pharaoh's daughter then he was the daughter of Pharoah's son."

This also makes sense if punctuated properly:
"King Charles I. walked and talked three days after he was executed."

IT WAS ONLY A DREAM.
We had a dream the other night,
When everything was still;
We dream't dhat each subscriber came
Right up and paid his bill.
—Northwestern.

Professor: Does cold ever generate heat?
Student: Yes, when your best girl is cold it always makes you hot.—Ex.

PAY YOUR SUBSCRIPTION.
Lives of great men oft remind us
Honest men won't stand a chance;
The more we work, there grow behind us
Bigger patches on our pants.

On our pants, once new and glossy,
Now are stripes of different hue,
All because subscribers linger
And won't pay us what is due.

Then let us all be up and doing,
Send your mite, however small,
Or when the snow of winter strikes us
We shall have no pants at all.
—Exchange.

Professor in Latin: Mr. S. please translate "Instruxit triplicem aciem."
Mr. S.: He drew three aces.—Ex.

In this column you will find
Facts of every cause and kind,
But if many chestnuts you behold,
I ask you kindly not to scold.

Professor: What is space?
Student: I cannot think at present, but I have it in my head.—Ex.

I like to flirt with college boys,
Because they are so nice;
And when they kiss me once, I know
They're going to kiss me twice.—Ex.

A young country editor fell in love with a clergyman's daughter. The next time he went to church he was rather taken aback when the preacher announced as his text: "My daughter is grievously tormented with the devil.—Ex.

In Latin and Greek,
He was quick as a streak;
In dress he was foppish and tony.
The latter was due to his being an ass;
The former was due to his pony.—Ex.
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