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## Ursinus College Bulletin Vol. 8, No. 8

Augustus W. Bomberger  
*Ursinus College*

C. Henry Brandt  
*Ursinus College*


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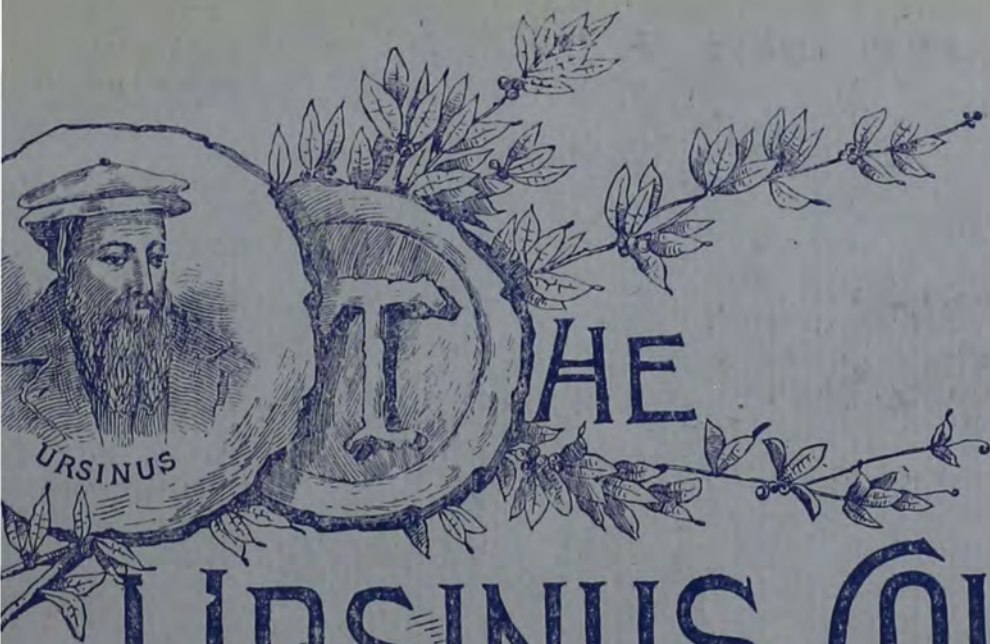
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**Authors**

Augustus W. Bomberger, C. Henry Brandt, Whorten A. Kline, J. M. S. Isenberg, Jessie Royer, and W. G. Welsh



# URSINUS COLLEGE BULLETIN.



✻ VOLUME ✻ VIII: MAY ✻ MDCCCXCII ✻

(1892)

It was the opinion

of the distinguished writer,

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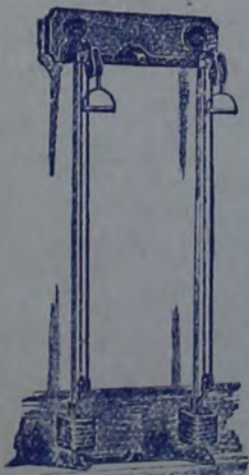
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# URSINUS COLLEGE BULLETIN.

VOLUME VIII.

MAY, 1892.

NUMBER 8.

## *Ursinus College Bulletin.*

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Associate Editors:

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J. M. S. ISEBERG, '93. JESSIE ROYER, '92.

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*Collegeville, Montgomery County, Pa.*

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Matter for publication (including literary articles, items of news in any way pertaining to URSINUS COLLEGE, and special communications as to current phases of its work and welfare), will be gladly received from all students, alumni and professors of the institution.

All contributions and changes in advertising, to secure prompt attention, must be presented or forwarded on or before the 18th of each month.

Rates for Advertisements sent on application.

Entered at the Post Office at Norristown, Pa., as second-class matter.

SINCE the last number of this publication went forth on its monthly mission matters in and about URSINUS have gradually assumed a new and deeply interesting appearance. The bursting forth into foliage and blossom of the scores of trees which add beauty and comfort and healthfulness to the natural surroundings of our Alma Mater has not wrought a greater change in the face of things than that which may be seen right beneath the surface of the routine work of professors and students. Evidence multiplies daily that the beginning of the end of a most eventful year for the college is at hand. The breezes of another commencement season (with its fullness of festivity and rejoicing) have been scented from afar, and the magic influence of their inspiring breath is everywhere apparent. Mysterious meetings of teachers and under-

graduates, in society-hall, recitation-room or chapel, morning, noon and night, are the order of the hour. On all sides there is the quiet bustle that means business and the earnest seriousness which attaches to important plans for the future, swiftly moving forward to final completion. Even the wayfaring visitor may see in a moment that—in the words of a current comedy—"there's something a-goin' on," something unusual and extraordinary which unites and binds together the interests of the entire academic community for the successful accomplishment of common purposes.

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If all the more immediate friends of URSINUS who live at a distance from Collegeville could only spare a day or so in these cheerful weeks of May to put themselves right in among those who live and work on this stirring scene of action, they would at once catch the infection of of the spirit which seems to fill with animate life every corner of the campus and every nook and cranny of the buildings. And the resultant effects would be sure to do them good.

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Out of the aggregate of such visitors, those who have not yet stood face to face with Bomberger Memorial Hall would of course at once get their impression of the importance of the preparations which are being made, from the first sight of this magnificent structure, now undergoing its finishing touches and final brightening up, in the nearing prospect of its dedication—like a stately ship in the stays on the eve of launching. It goes without saying, that the formal consecration of this building is the one event which will give distinctive tone and individuality to the approaching celebration. And it may be taken for granted that it is being

treated as such in all preliminary arrangements. As it will hold a place pre-eminent in the exercises of graduation day, so the details of this christening are at present, the engrossing thought of those who will have them in charge.

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Moreover, all who will thus come and see in advance, or stay away and permit their imaginations to supply the picture denied their physical vision, will not wonder that the special event in store fills those at home who are looking ahead to it, with such unusual zeal and enthusiasm. The Memorial Hall complete, will more than meet the most sanguine expectations of all who have had it in mind since last commencement. An edifice happy in conception and carefully managed in execution, it will quickly commend itself to everyone as a model specimen of architecture. Its every outline speaks eloquently of chaste beauty and surpassing usefulness. The deep solicitude of those who watched it from day to day as its walls climbed slowly skyward, has at last given place to intense satisfaction that what has been wrought in their midst with so much possibility of mistake and failure has come through the ordeal without a single flaw. It is the strong consciousness of a great success achieved which fills with glowing zest the pre-commencement activity of ninety-two throughout the halls of URSINUS.

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Therefore let those who have not been with us since June of last year, expect much from us next month. They have a right to—and they will not be disappointed.

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A recent writer in a religious weekly, whose *nom de plume* ("Shortage-Payer") indicates that theory and practice go hand in hand in his creed, gives expression to

certain excellent sentiments in behalf of Western colleges which should apply with equal force at all four points of the compass. Speaking of the lack of funds with which such institutions are usually confronted in the month of June, he says:—"A deficit at the end of a year is not a rare event in the older and endowed colleges. It is often, if not usually, made up on the spot at the time. What if the new and unendowed colleges have a deficit at Commencement? It is so very strange, or peculiar, that the cost of their work has exceeded their estimate, or that their income has been less than they expected? Then, who is near at hand to put in checks for the shortage? Not everywhere is wealth at the elbow of a college board. Hence, June is apt to be a critical month in a Western college, especially if the large aid from some one source is to be withheld until it shall clear the expense account. The wisdom of such a condition is not here in question; probably nowhere in question by donors to young colleges that ought to keep out of debt. But how shall a college that has been remarkably blessed in its work—one whose Christian record is very high—fulfill its side of the condition, if it have an unexpected and unavoidable deficit next June? The very work that brings the shortage is worth vastly more to the public—perhaps to the Church at large—than the stubborn deficit, wholly due to the Faculty. One-fifth, or even one-fourth, of the class students, in the college that has done the work, may be studying for the gospel ministry; and some of them have put in missionary work for the benefit of the Church. It does not seem impertinent to suggest that June is a good time for the remembrance of such Western colleges; and this is here done very respectfully by one who has seen seven years work in one of them, and had genuine experience as a 'shortage-payer'."



This is a refreshingly fair and liberal way of looking at a feature in the management of institutions, either partly or entirely unendowed, which too frequently proves a stumbling-block to friends of higher education who would otherwise be strongly inclined to back them up with substantial aid—namely the circumstance that their annual expenditures generally overbalance their receipts. The fact that a college runs behind in its current accounts year in and year out, is not of necessity an argument against it by any means. It may be blessed with the most unqualified prosperity and success, and be managed in accordance with strictest economy and upon soundest business principles; and yet have this difficulty to grapple with continually.

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What is needed to meet the emergency is not unfavorable criticism, but substantial help, like that approved of in the views just quoted. The work of higher education in this and every other country is not a money-making business, but a grand labor of broadest charity, that must be supported by public or private beneficence if it is to grow steadily and extend its lines of influence. And those who wait to see even financial balances come forth from a young school devoted to this cause which is still only partially supported by permanent cash foundations, are reckoning on a basis radically wrong.

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There is good cause for satisfaction in the circumstance that the Theological Commencement has become a fixture at URSINUS. The reasons for an occasion of this kind are on a full par with those which give warrant for the greater event of the same nature later on. From 1872 up to last year the annual closing of the highest department of the institution was marked by no special exercises. And the omission was deeply regretted all through this period, especially whenever

the Theological Class sent out, was unusually large in number. Eighteen-ninety-one's graduates will, therefore, be remembered with pleasure always, for having inaugurated a much-needed innovation. Experience with the programme with which they favored the public, as well as with that provided by the class which left the halls of the college during the current month, has demonstrated that these events can be made not only highly instructive, but also entertaining and attractive in every way.

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A very convincing argument in favor of a village or small town as the most desirable location for an institution of learning is that a scholastic atmosphere is created in such a place which could not be hoped for in a large city. There is no mistaking the essential value of placing a University or College amid surroundings whose extreme limits are not so extensive but that they may be ultimately encompassed and controlled in the cause of education by its all-pervading influence. Every community that is individualized by the leavening power of a thriving seat of learning right at the very centre of its existence, will prove a continual stimulus and help to each student and professor included in the academic fraternity. A school whose intrinsic purposes and foundation possess real merit, will soon give character to a narrow environment, and by subtle processes of transformation make the personality of the life by which it is surrounded, identical with and indistinguishable from its own. This accomplished, it will be seen at once that it has effected a union naturally productive of strengthening influences for all those who earnestly seek for knowledge under its direction.

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Bomberger Memorial Hall stands complete to-day without a single accident to mar the record of its erection. Too

frequently large building enterprises are attended with serious casualties and even the loss of life. Therefore the fact that the one the college has had in hand has come through its formative period of twelve months unscathed in this particular, will ever be agreeable to look back to.

\* \* \*

Our college base-ball interests seem in better condition this year than at any time in the past. The present team is probably the strongest we have had thus far and it has started the season very creditably.

\* \* \*

There will be no gaps in the approaching Commencement week. Every evening will be taken up and every day will be filled brimful of interesting meetings. This is as it should be. A disposition to shirk duty should have no place in our annual festivities.

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Professor Ruby's address occupies considerable space in this issue, yet not a line more than it deserves. It cannot be read except with profit, even by those who may imagine they have time merely to skim over it. It wastes no words. From beginning to end it abounds in sound reasoning, aptly and concisely expressed. URSINUS may have had some opening addresses that were as good, and a glance backward over the list may quickly discover them. But she has had none that were better, either in form or substance.

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THE LITERARY SOCIETIES.

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OLEVIAN OPEN-MEETING.

The annual open-meeting of the Olevian Literary Society was held in the College Chapel, Thursday evening, April 28th. A large and appreciative audience listened to the well rendered programme.

The piano solos by Miss Robison and the essay by Miss Tyson, together

with the music by the Ladies Glee Club, were especially worthy of much praise. The Glee Club has been in existence for only a short time under the leadership of Miss Park, and this was its first appearance before the public. From the hearty applause which the music received, it was evidently highly appreciated. The full programme was as follows:

- Opening March.....Agnes Hunsicker
- Calling to order by the President,  
Miss Havilah Curdy, '92
- Invocation.....Rev. E. C. Hibshman, '86
- Calling of the roll by the Secretary, Anna Bechtel
- Music—"The Midshipmite,".....Glee Club
- Recitation—"The Vigilants,"....Grace Gristock
- Instrumental Solo—(a) "The Minuet," (b) "Polish Dance,".....Ida Robison
- Recitation—"The Inventor's Wife,"  
Evelyn Bechtel, '95
- Vocal Duet—"Friendship,"  
Jessie Royer, '92, Lillie Rhoades, '93
- Recitation—"The Legend of St. Christopher,"  
Nora H. Shuler, '93
- Music—"Alekezander,".....Glee Club
- Essay—"The Voyage of Life,"  
Sallie C. Tyson, '93
- Instrumental Duet—"Il Trovatore,"  
Ida Robison, Sallie Hendricks, '93
- Oration—"The Dignity of Sympathy,"  
Jessie Royer, '92
- Instrumental Solo—"La Uaide,"  
Agnes Hunsicker
- "Olevian Ruby,".....Lillie Rhoades, '93
- Music—"Hi! Ho! Jenny Johnson!"..Glee Club
- Benediction.....Dr. Williard

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SCHAFF SOCIETY.

Increased interest is being manifested in all the work of this Society, especially in the preparation and execution of the literary programmes. A number of new men were initiated at the opening of the present term.

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OPEN-MEETING.

The annual Schaff open-meeting will be held Friday evening, May 20th. The committee of arrangements for it is busy with the preparations, and everything indicates that the occasion will reach the

high standards of the past in every particular. The public in general is invited to be present and enjoy a pleasant evening with the Society.

OFFICERS.

The present Schaff officers are :—

President, J. M. S. Isenberg, '93; Vice-President, G. A. Stauffer, '94; Recording Secretary, H. O. Williams, '96; Corresponding Secretary, Paul Gerhart, '96; Chaplain, G. W. Shellenberger, '95; Editor, W. F. Longacre, '95; Critic, J. A. Hunsicker, '92; Treasurer, A. J. Walter, '96; Organist, Frank Barndt, '94.

ZWINGLIAN SOCIETY.

A MAY CONCERT.

On Wednesday evening, May 25th, the Zwinglian Literary Society will give a grand concert in the College Chapel. The entertainment will be a feast of good things in the musical line. Chairman William Yenser, who has the preliminaries in charge, is perfecting plans which promise a rare treat. The Zwinglian Octette and Orchestra will appear for the first time. The Laros Family will participate, and some of the best soloists in this part of the State,—among them a violinist who has no peer in Eastern Pennsylvania,—will render several numbers. The event will undoubtedly be an unqualified success.

NEWS ABOUT COLLEGE.

THEOLOGICAL COMMENCEMENT.

The second annual commencement of the Theological Department of the College took place on Thursday and Friday, May 5th and 6th, in Trinity Reformed Church, Collegeville. The programme of the first day was simply preliminary, consisting of a sermon in the evening to the graduating class by Rev. I. S. Weiss, D. D., York, Pennsylvania. This discourse was a forceful and instructive one, listened to by a large and intelligent audience.

The speaker's text was II Corinthians, 4:1, "Therefore seeing we have this ministry, as we have received mercy, we faint not." Professor James I Good, D. D., who briefly introduced Dr. Weiss, referred to the unusual circumstance that he would shortly round out fifty years of active service in the Gospel ministry.

The music of the evening was furnished by the congregational choir under the leadership of A. H. Hendricks, Esq.

Friday morning's exercises began at ten o'clock. They were largely attended and proved exceedingly pleasant and profitable, reflecting much credit on all who participated in them. The three graduating addresses were rich with instructive thought, clearly expressed and eloquently spoken.

The special music of the morning by the URSINUS Quartette, consisting of Messrs. E. F. Wiest, E. W. Middleton, I. M. Backman and Charles Bowman, with Miss Hendricks as accompanist, was a real attraction for all present. The programme is here given in detail :—

Prayer.....Rev. John H. Sechler, A. M.  
Hymn.....Congregation  
Address—"The Inspiration of the Scriptures,"

Charles H. Brandt, York, Pa.  
Music—"Holy Ghost with Light Divine,"

URSINUS Quartette  
Address—"Science and the Bible,"

Harvey E. Kilmer, Myerstown, Pa.  
Music—"Preach the Gospel," URSINUS Quartette  
Address—"The Abiding City,"

Paul H. Land, Cleveland, Ohio  
Music—"Speed Away,".....URSINUS Quartette  
Remarks, Rev. James I. Good, D. D., Dean of  
Theological Faculty.

Hymn.....Congregation  
Benediction.....Rev. I. S. Weiss, D. D.

The second commencement gave renewed proof of the wisdom of incorporating this event in the academic calendar at URSINUS. May all that come after it do as well. Among the visitors from a distance who attended it the following clergymen were noted: Revs. Calvin Derr, J. Lewis Fluck, Ernest Clapp, H.

A. I. Benner, W. H. Stubblebine, Henry Tesnow, I. C. Fisher, J. J. Stauffer, J. B. Henry, Wilson Stierly and C. E. Wehler.

BASE BALL.

URSINUS VS. AMRHEIN A. C.

URSINUS opened the season on the home grounds on Saturday, April 16th, defeating the Amrhein Athletic Club, of Philadelphia, by a score of 22 to 16. The game was characterized by heavy batting on both sides. Seavers played a great game behind the bat for URSINUS, his throwing to bases being a feature of the contest.

URSINUS VS. POTTSTOWN.

On Saturday, April 30th, URSINUS lost a very creditable game to the strong Pottstown team, at Pottstown. A large crowd witnessed the game which was exciting throughout. The battery work of Carney and Shinehouse was a wonderful exhibition of strategic work. Twenty-one of Pottstown's heavy hitters struck out. Rhoads for Pottstown also pitched a great game. Altogether the game was a remarkable one. Score:—

| POTTSTOWN.       |    |    |    |       | URSINUS COLLEGE. |                   |    |    |       |   |   |
|------------------|----|----|----|-------|------------------|-------------------|----|----|-------|---|---|
|                  | R. | H. | O. | A. E. |                  | R.                | H. | O. | A. E. |   |   |
| Fox, 3b.....     | 0  | 1  | 2  | 0     | 2                | Middleton, rf.    | 0  | 0  | 0     | 0 |   |
| J. Gilbert, ss.  | 0  | 2  | 0  | 2     |                  | Welsh, cf.....    | 0  | 0  | 0     | 0 |   |
| Seavers, 1b..... | 0  | 3  | 0  | 0     |                  | Shinen'se, c..... | 0  | 18 | 3     | 0 |   |
| H. Gilbert, 2b.  | 0  | 4  | 1  | 0     |                  | Davis, 2b.....    | 0  | 3  | 1     | 0 |   |
| Frick, lf.....   | 1  | 1  | 2  | 0     | 0                | Rhone, ss.....    | 0  | 1  | 0     | 1 |   |
| Mock, cf.....    | 1  | 1  | 1  | 0     | 0                | Carney, p.....    | 0  | 2  | 0     | 0 |   |
| Klink, rf.....   | 0  | 0  | 0  | 0     | 0                | Bomb'g'r, lb.     | 0  | 3  | 0     | 0 |   |
| Shine'se, c..... | 0  | 12 | 1  | 0     |                  | Wiest, 3b.....    | 0  | 0  | 1     | 2 |   |
| Rhoads, p.....   | 0  | 1  | 1  | 0     | 0                | Royer, lf.....    | 0  | 0  | 0     | 0 |   |
| Totals.....      | 2  | 4  | 27 | 2     | 4                | Totals.....       | 0  | 1  | 27    | 7 | 0 |

INNINGS.

|                      |   |   |   |   |   |   |   |   |   |   |    |
|----------------------|---|---|---|---|---|---|---|---|---|---|----|
| Pottstown .....      | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | —2 |
| Ursinus College..... | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | —0 |

Earned runs, Pottstown 2. Two-base hits, Frick, Mock. Bases stolen, Frick, Wiest. Struck out, Fox, J. Gilbert 5, Seavers 1, H. Gilbert 2, Frick 1, Mock 2, Klink 3, Shinehouse 3, Rhoads 3, Middleton 2, Shinehouse, Davis 2, Carney 3, Bomberger, Wiest 1, Royer 2. Hit by pitched ball, Pottstown 5, Ursinus 0. First base on balls, Pottstown 2, Ursinus 4. Time of game, 2 hours. Umpires, Messrs. Hoffman, Hendricks.

BASE BALL NOTES.

All are wonderfully pleased with the new uniforms which were donned for the first time in the Pottstown game.

W. George Welsh, '93, has been elected manager in place of E. G. Small, '92, resigned.

The Reserve nine of which Donald R. Smith, '95, is manager, suffered a disastrous defeat on Saturday, May 7th, at the hands of the Norristown Y. M. C. A. The score was 22 to 4. The game was played on the college field. The Reserves did not in the least do what they are capable of doing.

The schedule of games for the season has been considerably revised. As it now stands it is as follows:—May 19, Temperance Athletic Club of Bethlehem, at Collegeville; May 21, Rutgers College, at New Brunswick; May 27, West Chester Normal, at West Chester; May 28, Shortlidge Academy, at Media; May 30, Doylestown, at Doylestown; June 3, Temperance Athletic Club, at Bethlehem; June 4, Catasauqua, at Catasauqua; June 11, West Chester Normal, at Collegeville; June 18, Franklin and Marshall, at Collegeville.

Donald R. Smith, manager of the Reserves, is arranging home games for dates when the regulars are away. On account of the typhoid outbreak Chester Military Academy cancelled its game for May 14.

THE CATALOGUE FOR 1891-92.

The annual catalogue of the college for the current academic year issued from the press the second week in the present month. In general style and make-up it follows that of 1890-91 very closely. The record of the year as shown in the summary of students is altogether encouraging. Among the novel features of the catalogue are the charter of the college and a detailed description of its origin, which appear in the opening pages, and four handsomely printed floor plans of Bomberger Memorial Hall, which bring it to a close.

Because of the greatly increased demand for this annual publication it was

again found necessary to print an especially large edition of it. URSINUS made no mistake when it resolved some four or five years ago put its catalogues fully abreast with the times. Its adherence to the better ways of doing things ever since and the gratifying results they have produced prove this conclusively.

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MISCELLANEOUS ITEMS.

The revised Laws of the College, covering twenty-three pages of closely mimeographed copy, have been sent to every Director for inspection and criticism, "thirty days in advance" of the annual meeting of the Board, in accordance with the provisions of the Constitution.

The Press Club will again have charge of the "Commencement Herald" this year.

The Glee Club and Orchestra gave concerts at Reading and Topton, on Thursday and Friday evenings of the last week in April.

The Boarding Clubs are doing well this term.

The Senior Class of the college rounds out its academic course on Thursday, May 26th.

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TWENTY-FIRST COMMENCEMENT.

GENERAL ARRANGEMENTS.

The General Committee of Arrangements for the Twenty-first Annual Commencement of the College, consisting of Professors J. Shelly Weinberger, Samuel Vernon Ruby, and M. Peters, and Rev. Joseph H. Hendricks and A. W. Bomberger, Esq., has already succeeded in getting the preliminary details of the coming event—as far as they devolve on the college proper—well in hand. Several meetings have been held within the past thirty days and the work of preparation is progressing favorably. A full Philadelphia orchestra of eighteen pieces

has been secured for the morning and afternoon of Graduation Day, the necessary railway arrangements are being carefully looked after and all other items are receiving proper attention.

The Executive Committee of the Alumni Association met on Tuesday evening, April 19th, at Collegeville and disposed of many matters connected with its part in the commencement. It was decided to hold the Alumni Banquet *after* the address on Wednesday evening, in one of the larger rooms of Memorial Hall, and to make it more in the nature of a general reception or levee than it has been heretofore. In the line of this purpose the refreshments will be served in a separate, adjoining room, of smaller size than that in which the guests assemble. Each member of the Association will be entitled to two tickets free, and all others may secure them at fifty cents apiece. A. H. Hendricks, Esq., Rev. E. Clark Hibshman and Miss Hallie R. Vanderslice were appointed a committee on music.

The entire programme for the week is in outline as follows:—

SUNDAY, JUNE 19.

Baccalaureate Sermon,  
Rev. George W. Williard, D. D., LL. D.

MONDAY, JUNE 20.

Junior Exhibition.

TUESDAY, JUNE 21.

Meeting of the Board of Directors.  
Address before the Literary Societies,  
Hon. Robert E. Wright, Allentown, Pa.

WEDNESDAY, JUNE 22.

Meeting of the Alumni Association.  
Meeting of the Ursinus Union and Re-union of Friends.  
Alumni Oration—"The Social Antiseptic,"  
Rev. John H. Bomberger, A. M., '77, Columbiana, Ohio.

Alumni Banquet.

THURSDAY, JUNE 23.

Commencement Exercises.  
Dedication of Bomberger Memorial Hall.

## THE ALUMNI ASSOCIATION.

## PERSONALS.

[Alumni and others can render a service by sending items of interest for this column. All such items, to receive prompt attention, must be addressed to URSINUS COLLEGE BULLETIN, Collegeville, Montgomery County, Pa.]

'73. The Rev. F. F. Bahner held special semi-weekly Lenten and daily Passion-week services in the three congregations of his charge that were attended with good spiritual and financial results. It has been his custom to gather special offerings from the people at Easter, and in this way he has kept the Waynesboro charge among the first in Mercersburg Classis to raise the full amount of the classical apportionment.

'73. J. A. Strassburger, Esq., A. M., of Norristown, Pa., whose favorable mention for the position of delegate to the National Republican Convention at Minneapolis, Minn., was mentioned in the last BULLETIN, has been accorded the honor by his party in the Seventh District, and he will be one of the gentlemen who will name the next Republican candidate for President of the United States.

'74. Prof. A. M. Tice is confined to his home at Myerstown, Pa., by bronchial troubles that have been gradually fastening upon him with a relentless grip. His college friends sympathize with him in his afflictions, and pray for his restoration to health and usefulness.

'76. The Rev. F. C. Yost, of Phœnixville, Pa., has been spending the first two Sundays of the month with our afflicted brother Thompson, of Bridgewater, Va., holding communions for him in the Rockingham charge. Increasing infirmities have compelled Mr. Thompson to lay down the pastor's staff, and the fellowship and assistance of a college friend must be comforting to him at this time of deepest trial.

'77. The Rev. S. M. Hench, A. M., late pastor of the Glade charge, Mary-

land, is enjoying a grateful release from the burdens of too large a pastorate, which he carried for a number of years. His charge has been divided, and he has moved from a country parsonage, where many fowls grew fat to be no more, to a comfortable city home in Frederick, Md. Among other pleasures he will there enjoy will be the neighborliness of his friend, Elder William J. Birely, whose heart beats in warm sympathy with URSINUS COLLEGE and URSINUS boys. Mr. Hench will retain the pastorate of three of his former congregations.

'85. The Rev. S. H. Phillips, A. M., of Durham, Pa., is illustrating the adaptability to the country of some methods of work that are often supposed to be successful in the city only. He has secured the Rev. Russell H. Conwell, of Philadelphia, to deliver his justly popular lecture, "Acres of Diamonds," in Durham Church, and to awaken general interest in the occasion, he has distributed 5000 copies of an advertising sheet, announcing the lecture, in all the country round about. The outcome of the venture cannot be doubtful. The BULLETIN is glad to see an advertisement of the URSINUS SUMMER SCHOOL in the advertising folio.

'88. The Rev. J. D. Peters, of the Second Reformed Church, of Hanover, Pa., has been prevailed upon by his friends in the congregation to withdraw his resignation, and will remain where he has succeeded in gathering so many people into the church. His work has been prosperous, and the Consistory has granted him an increase of salary.

'88. The Rev. Ernest Clapp has withdrawn from the mission at Royersford, Pa., to accept a call to the Dutch Reformed congregation at Hopewell-on-the-Hudson. Mr. Clapp promises that his removal from the vicinity of the College shall not diminish his interest in Alma Mater, and great things will be expected

from him in the larger opportunities which he will enjoy in a richer field to aid all the enterprises of URSINUS. His address will be Hopewell Junction, Dutchess County, N. Y.

'91. Mr. H. T. Wagner, of New York, paid a visit to Collegetown during his Easter vacation.

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### GENERAL TOPICS.

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#### THE NATIONAL LANGUAGE IN THE COLLEGIATE CURRICULUM.

[The Opening Address of the Spring term 1891-92, delivered before the Faculty and students of URSINUS COLLEGE, Tuesday, April 5th, 1892, by Professor Samuel Vernon Ruby, Esq., A. M., Ph. D.]

No study to-day, in civilized and enlightened nations, rises to such importance, or claims such general attention, as the study of the national language. The world, indeed, is awakening to the fact that a nation's growth, or progress, is from within, and that the central study of all studies is that one in which is laid up whatever there may be of value in the life-work of the people.

The one reason prompting to such thinking as this is the intimate relation between the national language and national activity. All actions of body or mind, all objects in space or consciousness, all qualities of whatever degree, of which a people is capable, find place and utterance in the national language. Its existence is not limited by days and years. Generations enrich it. Centuries enlarge it. Great durations of time, mighty revolutions which evolve nations or destroy them, may mar or change it, or loose it from the human tongue.

In it are cut and chiseled to the exact fitting of every really national thought and sentiment those untranslatable expressions called idioms. These, in workmanship, are finer than anything wrought in wood or metal. They are like crystals,

in which are pictured cloud and sky and landscape; in which are seen, in their true disposition, the men and women and children of the nation in every walk of life.

Within the limits of the national language, and never outside of it, raising, lifting, cleansing and moulding the nation into separate, superior, national existence, are the people's beliefs, forming into a national philosophy. Forming, we say, for at this point no nation, by its nature, can or does stand still. This is itself, growing, living, advancing, progressing, ever and ever fulfilling its destiny.

Now, these ideas, just brought to view, are not new ones, but old ones—as old, in truth, as nation or people. Those natural scholars, whose names point out the intellectual pathway of mankind, have always found the national language a proper study, and a fit depository of their literary labors. We can trace this upon the printed page, whether ancient or modern; we can there tell how fully, completely, these natural writers were constrained by a study of the real and present of their day, to form their ideals within the limits and scope of nature, within the reach, because within the language, of the people. To this end, however, let examples testify.

The Old Testament, which, in language, is a work of the Hebrews, shows in its varied style nothing of the school or cloister, but is fragrant of garden, orchard, hill and vale, brook and river, and the nooks and pleasant by-ways of human life.

The classical student knows full well how Homer clings to his native dialect, its primitive use of adjectives and rhetorical figures; and to those processes of composition which are of all kinds the easiest, simple narration and simple description. The slightest inspection of the Iliad will show nothing that could not have been familiar to the Greeks of Homer's day.

Dante, the great Italian poet, turned from the classic Latin to the language of his people, in which no important work had up to his time appeared, and crystallized into its lovely sounding words and phrases his wonderful poem, the Divine Comedy.

Chaucer, in the 14th century, when the English language had just become national, translated into it many excellent poems from the French, and used it to transmit to posterity his own studies of nature, and his immortal Canterbury Tales.

The German Goethe, who was not distinguished as a linguist, made his studies the best national German authors who preceded him, so that in and by the skillful use of his native German alone he became, as Emerson puts it, the writer.

Shakespeare, who studied the drama and the English, is read and remembered, "not for any new truths announced, not for facts of history or science expressed, but for the superior, inimitable workmanship of his poems" wrought in the English language.

George Bancroft, Nathaniel Hawthorne and Harriet Beecher Stowe studied parts, scenes and phases of our national life, and gave them such settings in words as to cause us to seek after their writings, in order that we may know ourselves better, and gain a more national expression for our thoughts. So, too, are we moved by the orations of Webster and Everett, the law-commentaries of Chancellor Kent, the poems of Bryant, Longfellow, Whittier, and those best expressions telling of country, home and heart, continually issuing from the national senate, the forum and the pulpit.

Now, if such has been the judgment of the wise and great of mankind, why this delay in making the national language a principal study in the collegiate curriculum? We answer that from the time of instituting liberal education in this coun-

try two methods of mental training have existed, the scholastic and that which, from a small beginning, has become the national. The scholastic method came to us with the college, complete in itself, unyielding and conservative. The national method has grown up among us. It contains all the elements of a perfect system of education; but it is yielding and progressive. The former has had rule in the colleges for centuries; the latter is just finding entrance. It is the scholastic method that has thrown up barriers against the national language, first by the form of its curriculum inherited from the European university, and secondly by the direction of mind given its graduate. To this end let history speak.

When the university had its origin in Europe the notion was prevalent that those who attended and received instruction from its teachers should be a separate community. The existence of this notion forces a thinking mind to the conclusion that to mark the separation outwardly the student wore the cap and gown, and to mark it inwardly the national language was excluded from the curriculum.

At first the attendance upon the universities numbered thousands. After a time these immense crowds were scattered. Then arose the schools of preparation. These schools, however, were governed by what the students needed most to take a degree in the liberal arts.

The universities conferred these degrees. They also declared what was requisite to take them. So exclusive and fixed were the universities in their requirements that to change them the opinions of such men as Luther, Calvin and their co-adjutors had no power. Naturally, rhetoric, logic, metaphysics, ethics, and later on history, were taught; but their central studies were Latin, Greek and mathematics.

Scholastic learning in America descended in full from scholastic learning in



Europe. As a consequence, the establishing of colleges in the United States was nothing more or less than the establishing among us of the principal course, or curriculum, of the universities. That was then the only known form of tuition in the liberal arts. It brought to the front and firmly set, in its cold and narrow form, the old routine of Latin, Greek and mathematics.

Now, this form, or routine, by means of the extraordinary amount of time and drill given to its few studies, has made the colleges in their nature conservative. The Latin and the Greek so continuously handled, and for so many years, as they are, cause the student to look down upon the page, and back into the past, until he loses hold of the present. In time he forms for himself a new one, in which his nation has no part. In such a secluded and isolated life, his mathematics makes him formal; his logic, contentious about words; his philosophy, speculative. Progress with him is advancement from a given point in a study to a given point in the same study.

All this becomes a method and stamps itself upon the student's character. In time the most thorough student becomes a teacher, a professor, to take the place of a professor whose labors have ceased. The new man comes to his work full of vigor, somewhat laden with his subject, and intending to do good. Of course, he knows nothing of the art of teaching, for that comes only by experience. To supply the lack of this he takes to that which he finds in himself, with which he is imbued, a something at hand and ready made. It is exactly what he saw and learned at college. He continues it a month, a year,—and the curriculum of the college, with its method, is fully transmitted in the work of the graduate.

Now, in this scrap of history, we at once come upon the cause, the reason why there has been delay in making the na-

tional language a study in the collegiate curriculum. We do not find it to be the one usually given, to wit: that these studies best serve the purpose of mental discipline. It is, however, a method which by custom has become a tyranny. And is there no escape from it? Does the present indicate no change? Let us see.

There are connected with most American colleges directors and professors who are shrewd and ambitious men. These know that real progress,—intellectual, moral, physical,—lies in the present, and is of the people. Within the last thirteen years they have worked to find a place in the collegiate curriculum for the national language. But how have some of these done it? Have they placed it high, or simply out of reach? Hear, if you please. A college, with over a thousand students and a great national reputation, demands what is equal to a full preparation in English for entrance to the Freshman class. On its examination papers, of several years ago, is the requirement of an essay on one of Shakespeare's plays, or Thackeray's English Humorists, or Gray's Elegy, or Scott's Marmion. Another college, at a certain stage in its course, tumbles, at one time, upon a class, a whole English classic, and follows, in the same term, with several others in quick succession.

This is crowding the actual study of the national language back into the schools, in which the time for preparation is too short, the mind at work not sufficiently trained, and the studies wanting, for a full and proper understanding of its literature. It is saying, the colleges acknowledge the importance of the study of the national language, but the student must do his studying of it elsewhere, and the colleges will test him as to whether or not he has done it well.

The attitude is wrong. Already a few of the higher institutions of learning, our

own of the number, show a better spirit. In them rhetoric, in all its parts, is given ample time; the processes of composition are studied; exercises are had in articulation and enunciation; and "importance is attached to the vocal interpretation of literature."

Indeed, the study of the national language can not be crowded back into the preparing schools. This may do for a nation differently constituted from our own. We are a democracy. Our government is delegated to us from God. He also gave our nation's destiny,—the proudest of earth,—the uplifting of humanity. To meet the requirements thus imposed, we need a thorough and extended training in our national language. In it is found the true meaning of our government, and the full interpretation of our destiny. No other people has had a like spirit; no other language contains similar thought, or has a similar construction. Before the Revolution many of the colonists saw the need of a peculiar mental training for the people. Since then, and particularly within the present century, such mighty strides have been made in popular education as to cause us to reach what may be properly termed the national method of mental training. It began in schools here and there. They were called public, because free to every one. These public schools have increased in number until they cover the land. Their power is great. This power arises by reason of a curriculum common to all, and of which curriculum the central study is the national language. In these, at the age of six, the pupil commences work. At the age of thirteen he quits his speller, and at sixteen he completes his grammar. Along with this, he has finished reading, the arithmetics, the geographies, penmanship, industrial drawing, algebra, plane geometry, and United States history. In a town of considerable size, the high-

school adds rhetoric, something of science, of Latin, and it may be of Greek.

To do the work of the high-school, in many cases, adds years as well as labor, and sends the boy toward the age of twenty-one, with a keen relish for business; and generally, he goes thence, not to college, but into the world.

But should the graduate of the high-school still determine to enter college, and should his preparation in Latin, Greek and mathematics admit him, he yet lacks in the preparation required to analyze, or comprehend in full, a classic in the national language. To accomplish this, time is not the only element. Mental training of a peculiar kind is needed. It arises from the pursuit of studies already in the collegiate curriculum. And these studies are at every turn, in every class, from Freshman rhetoric to Senior ethics.

Now, as we stand on the threshold of the college with our argument in hand, we shall not question the status of the college in the nation. The American college is not of itself, self-originated, autocratic, but it partakes of the national life, is democratic; and like the public school is a school of preparation.

If in the last one hundred years anything in the line of education has been more clearly demonstrated than another, it is that the functions of the college and of the university are separate and distinct; that of the college being preparation, those of the university being investigation and special work. In the ideal college the work is many sided, being many studies nicely adjusted as to quantity, for lessons; as to time, for recitations; and so selected and developed as to result in the general training of a person in body, mind and heart. In the ideal university the work is in single directions, each heavily laden with quantity and references, with research and experiments, so as to result in the training of an individual for a particular calling.

As to situation, these institutions have different requirements. The best location for the college is near a village or town, amidst shrubbery and trees, with acres of lawn, and beautiful walks, water courses, contiguous orchards, adjoining fields, adjacent woods, and all the lovely scenery which only living nature can yield in sympathy with a quiet, studious life. The best seat for the university is in the city, which is filled with human skill, where men of every capacity jostle elbows, where art is above nature, practice takes the place of training, and realization is, or is not, instant upon the doing.

By these explanations and descriptions we at once see the relation of the college and its accompanying academic school to the public school in its best condition; or of the college itself to the high school, in which public instruction ends. The college, however, can hardly be called the complement of the public school, but the work of the two can be so fitted together, upon the common basis which the national language affords, as to give a continuous and thereby economic line of necessary instruction, rising and leading from the first step in acquiring knowledge to a finished and completed personal training.

Thus far we have been looking at our subject in the light of its importance, and in its relations to the collegiate curriculum. We shall now briefly consider it as a study; what it is as a study, and its effect as a study upon the student.

The national language is always a complete linguistic study in itself. It is a tongue, speech, and language. In these three particulars it stands in sharp contrast with the Latin and the Greek. The last two are often called the dead languages, because neither is a tongue or speech. The national language is called a living language, because it lives upon the tongue, dwells on the ear, and is quickened with thought and feeling in action.

As a study in the collegiate curriculum it will add greatly to that breadth of learning which every one needs. It begins with the voice. This, however, includes the training of the body. To have a good voice means to have a sound body. To have a sound body requires a thorough knowledge of human anatomy, physiology and hygiene. Only in this knowledge can arise that perfection of manner which is exhibited in sitting, standing, moving, resulting in the graceful action of the reader and the orator. By it we learn how to breathe properly, and to keep ready for use the organs of speech, that we may utter the elementary sounds of the language with exactness, and pure tone, in great beauty.

It puts the student on his mettle as to his every-day speech. On all sides he is met by a correct pronunciation and a choice use of words. The idiom of language is no longer a dry and ornamental form found in books, but is a living, real force. By search and immediate use, the contents of grammars, dictionaries and rhetorics are turned into present currency. He is compelled, by a self-criticism, to avoid archaic, ill-formed, or foreign words. He speaks concisely. His sentences, in construction, are national. His rhetorical figures have in them the temper and touch of the passing hour.

Its literature "embodies that which is most artistic and complete" in the nation's "intellectual, literary life." This high conception at once compels the student to discriminate between the "practical products of composition, and those works which possess such merit of execution in conjunction with matter as to give them permanent value." He is taught that "thought alone, the substance of wisdom merely, cannot save a work to literature." He learns by a study of its three values,—the intellectual, expressional and emotional,—that rhetoric and logic are not alone the essentials, but that

æsthetics and ethics have a part in the arranging, forming, coloring, of the literary product.

In the training of his powers he actually runs through all the processes of composition and forms of discussion, reaching and producing, with ease and pleasure, the oration; and, ending in not a mean ability to criticise the ablest works of the literary art.

Now, as it appears, the national language, from its close relation to national activity, and its value as a study, should have not only an important but central position in the collegiate curriculum. And the only question which remains is, whether this central position should be given it by the displacement of studies, or by the grouping of studies. To displace any study would be violent. Let time do that work, and it will be done without pain or regret. We believe that a grouping of all the studies in the collegiate curriculum, with the national language as the central study in each group, would prove the most profitable and satisfactory.

Of these groups there should be four, each leading to the degree of Bachelor of Arts: (1) One for the student who intends to read Theology; (2) one for the student who intends to read Law; (3) one for the student who intends to read Medicine; (4) one for the student who intends to become a man of business, or a person of leisure. But what studies, beside the national language, shall constitute each group cannot be determined by one man or one college. These are dependent on the spirit of the age, and that spirit must determine what they shall be.

With the position of the national language in the collegiate curriculum ventilated, its importance set forth, the scheme for its introduction given, our task is done. And we add that we believe as we have written, and hail the not distant day, when liberal education shall be as free as water, and every American shall

know perfectly his native tongue and speech and literature.

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#### BOMBERGER MEMORIAL HALL.

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According to promise, the contractor has pushed his work on the building so rapidly that the end of it is clearly in sight. It is altogether probable that the 20th of May will see no more of his men at Colledgeville. While those who have been brought into close contact with Mr. Williams, the foreman, and with the mechanics who have worked on the building throughout the year, will regret to see them depart, all will heartily rejoice over the completion of the job.

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The glass for the chapel windows, the gas fixtures for the building, and the opera chairs for the chapel have all been ordered. When these are in place, the building will be ready for dedication. It is hoped that the grounds around the building can also be graded and the walks and drives laid out before Commencement. The committee can, however, give no absolute assurance that this work can be entirely completed in the short time that will remain after the interior is finished. There has been delay in beginning it, because an effort is being made to put the grounds into the most artistic shape with the least money. A skilled landscape engineer is preparing a design for the improvement of the grounds, from which the work is to be done as rapidly as time and money will allow.

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In the rear of the building the excavations have been made for the boiler house. The gas machine and the steam pump will be placed under the same roof. The exterior of this building will be 28x42 feet. It is to be constructed of brick, with slate roof. The gasoline tank and the stand pipe will be erected about 50

feet in the rear of the boiler house. These improvements are to be carried forward immediately, so as to have the Hall lighted by gas by Commencement. The pipes, radiators &c., for heating the buildings will not be put in place until the summer vacation.

The Committee to whom have been entrusted the arrangements for the dedication of the Memorial Hall, has the promise of three addresses for the occasion,—a eulogy, a dedicatory address, and an oration at 2 o'clock on the afternoon of Commencement Day.

An appeal has been sent out by the Finance Committee to a large number of Sunday schools, requesting each class in the schools to raise at least one dollar for the building. If this movement is entered into with any zeal by the pastors and superintendents, sufficient money can be raised during the month of May to enable the Committee to secure the balance at the dedication.

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#### EXCHANGES.

The *Red and Blue*, and the *Pennsylvanian*, both from the University of Pennsylvania, criticise the statements of the public press which characterize the conduct of the students as rebellious, in the difficulty between the trustees, several professors and the students. They say it was rather a demonstration of good will toward the professors who had been asked to resign than of ill will toward the trustees, which actuated the students.

Franklin and Marshall mourns the loss of a revered and honored Professor, W. M. Nevin, LL. D. He filled the chair of English Literature for many years in that institution. The April number of the *College Student* is a memorial to his life and work.

“What is the true field of college journalism? Should it not be the production of a bright, readable newspaper in the modern sense of the word, confined, for the most part, to college interests and educational matters, and containing a few, well-chosen articles selected with reference to their merit and suitability, with numerous editorials on timely topics at home and abroad, as spicy as the seasoning box of the editors will permit, and with a prominent part devoted to local interests and inter-collegiate affairs? We are inclined to the opinion that the success of a college paper—or any other, for that matter—does not depend so much upon its bulk as upon the principle that every inch of matter should be original and attractive. When the editors aim at a large number of pages there is a constant danger of “filling up” with inferior matter.—*Exchange*.”

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#### MONTHLY SUMMARY.

##### MINISTERIAL.

Clapp, E., accepts a call to Reformed (Dutch) Church, Hopewell, N. Y.

Dotterer, John, address is Lamar, Clinton County, Pa.

Hibshman, Dr. H. H. W., resigns Grace Church, Tiffin, O.

Knappenberger, J. W., elected President of Allentown Female College, Allentown, Pa.

Land, P. H., of URSINUS SEMINARY, elected pastor of Zion's (German) Church, Baltimore, Md.

May, J. B., accepts a call to Bangor, Pa.

Meckel, S. C., address is 51 Hollenbach avenue, Wilkesbarre, Pa.

Mickle, J. M., resigns Burkittsville, Md.

Musser, C. J., elected pastor of the Church of Ascension, Norristown, Pa.

Pilgrim, F., address is Braddock, Pa.

Rupert, C., address is Washburn, Ill.

Schmidt, A. S., accepts a call to St. Mark's, East End, Pittsburg, Pa.

Shade, J. S., address is 1024 Oxford street, Philadelphia, Pa.

Thompson, A. R., resigns Rockingham charge, Bridgewater, Va.

Weller, E. E., accepts a call to Germantown, Ohio.

## POETICAL CONTRIBUTIONS.

TO CLARA.

For the BULLETIN.

While the clouds and the sunshine obey  
Each whim of the April sky,  
Do the bright green meadows betray  
How merrily Spring passed by?

As the new landscapes surround thee,  
Whether long, marshy meadows,  
Or the forest trees are round thee,  
Or banks where the still stream flows;

Let the same light be in thine eyes,  
Spirit so blithe and so gay,  
As when first in sweet surprise  
Thine eyes looked into mine one day.

A. '84.

*Sharon Hill.*

"CHRIST ALSO SUFFERED."

For the BULLETIN.

Though tortured by pain, the strong man patient  
lay,  
Disease was slowly wearing his life away.  
The days of languishing dragged drearily on  
And long nights of pain brought a wearisome  
dawn.

The faces he loved best, bent over him, then,  
Compassion of women and deep grief of men  
No longer concealed from the sufferer's ear  
The sorrow, the sadness, the half-whispered fear.

The sweet voice of sympathy, each heartfelt sigh,  
Brought tears to the brave, silent sufferer's eye.  
In weakness how slowly he raised his bent head,  
"It is nothing to what Christ suffered," he said.

M. W. '84.

THE ABYSS OF TIME.

For the BULLETIN.

The abyss of time, the abyss of time,  
Vast, infinite, sublime;  
Where centuries their age forget,  
And lost worlds are forever set.

Here Thebes and Ninevah are lost,  
Here wanders Sodom's guilty ghost;  
Here hath forever set the sun  
Of hoary Ur and Babylon.

Billions of Mortals cry in vain,  
Roll, tide of time, roll back again.  
The billows proud sweep o'er their prey,  
And all are perished utterly.

I saw time stand a despot dread,  
I saw death's lightnings strike him dead  
I saw his corpse sink in a sea,  
Immeasurable—Eternity.

The abyss of time, the abyss of time,  
Vast, infinite, sublime.  
An awful chasm to mortal man,  
But to eternity, a span.

ANON.

MEMORIES OF THE PAST.

For the BULLETIN.

The lovely spot where my childhood passed,  
By the lonely Skippack shore,  
Where the days moved gently by so fast,—  
But alas! they are no more!

And the walnut tree upon the hill,  
Where I in youth's springtime played—  
And watched the gleams of the sparkling rill,  
Or slumbered beneath its shade.

The lovely spot where my college days passed,  
By the Perkiomen shore,  
Where the sun-kissed waves were gliding fast,  
Or rushed at the storm king's roar.

The hours flew gently o'er my head,  
As the Class echoed the Hollobaloo strain;  
But now those notes are passed and dead,  
May the singers know naught of pain!

For four short years our aim was one,  
We labored side by side,  
But as our college course is done,  
Our path must now divide.

Good-bye, dear friends, the time has come  
When you and I must part,  
And although our stay has not been long,  
We are joined in way and heart.

Kind friends I have in this classic hall,  
I leave them firm and true,  
Yet dear to me above them all,  
Is the Class of '92.

I am older now, but college joys are,  
Of all pleasures, the dearest still,  
And often when slumber will hide each care,  
I'll be back at Collegeville.

Some years of joy, with some of pain,  
May pass, while afar I roam;  
But, oh, I would fain be a girl again,  
In my humble Skippack home.

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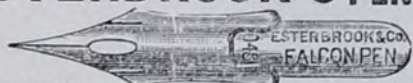
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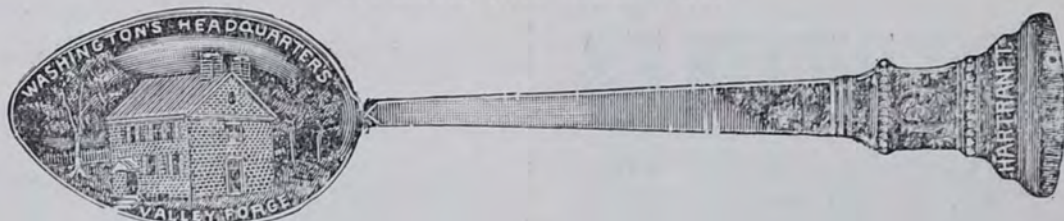
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