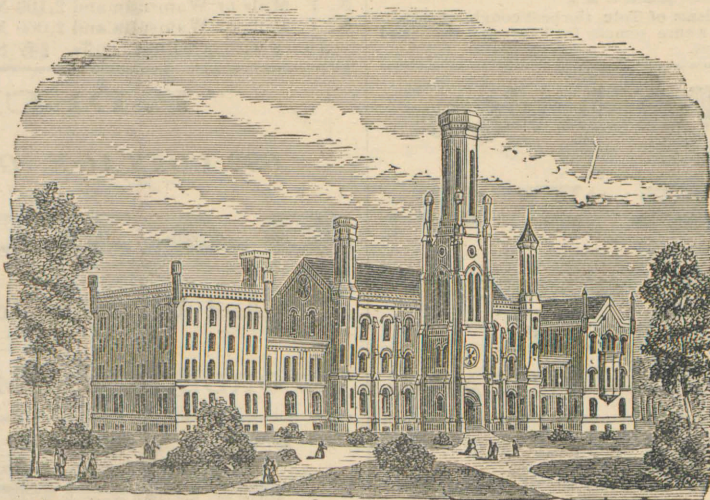


THE VOLANTE.

VOL. VIII.

UNIVERSITY OF CHICAGO, MAY, 1879.

No. 9



UNIVERSITY OF CHICAGO.

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*This Department is for the present under the supervision of Prof. JAMES R. BOISE, Ph.D., LL.D., who devotes to it such time as he can spare from his duties in the Theological Seminary at Morgan Park.

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THE VOLANTE.

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No. 9

THE VOLANTE.

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Among the many ways suggested of elevating the tone of the college press is that of forming an association, composed of editors from all the college papers in the country, the same to meet in annual convention, and endeavor, by an exchange of ideas, to better college journalism. Starting in a lowly manner and without much support, the college paper has at length come to be a very important feature in college life, oftentimes even having laid the foundation of future journalistic fame.

Experience teaches that persons whose minds run in the same bent are greatly benefited by an interchange of opinions as to the best methods of pursuing their vocations, and, with the scope which the college editorial exhibits, there is no doubt but that much might be done in this way toward stimulating and improving college newspapers.

The benefit would accrue not only in fostering the actual work on the papers, but it would tend to bring the colleges into a warmer sympathy with each other and encourage good-fellowship. We hope this plan will take a more substantial shape than mere suggestions from various parts of the country, and propose that some leading college—say one of those that have been prominent in urging the matter, take the lead and call a convention of editors of college journals, effect an organization, and thus set the ball in motion.

If there is anything in the world that would draw an oath from even a Theological student, it is the incessant, and oftentimes apparently unnecessary, changing of the time of different recitations. When the term opens everything is chaos. A programme is announced, only to be changed next day. This goes on for a week or more, mainly on account of the electives, who must be accommodated to the detriment of the regular collegians, which clearly shows the necessity of making electives conform to the

rules and regulations, and not the rules and regulations to the electives.

But when at length the study really commences, and the wheels and other machinery of college begin to run somewhat smoothly, it requires a great deal of self-control to restrain one's feelings if the order of exercises be again disturbed. Of course it is always necessary, and some one, either an elective or a student, who must make up some back study, is to be provided for, while no thought is taken of the twenty-five or thirty who are thus ruthlessly compelled to adopt the new order.

It seems to us that the one who has been conditioned, or who desires to do some hitherto neglected work, should accommodate himself to circumstances, rather than compel the class to be inconvenienced.

At all events, if some such plan should be practiced, there would be more satisfaction among students generally. There must be a screw loose somewhere, or things would not hitch quite so often. They always have and doubtless will continue to do so, and thus be the cause of numerous suppressed ejaculations, unless some new system and more stringent measures are enforced.

The editor of the college newspaper is often confronted by the query, should such and such a thing enter a college paper? and the question naturally arises, what should such journals contain? It is true that some start out with a fixed object in view, with the publication "devoted to the interests" of this, that and the other. Some are quarterlies, some discuss freely, scientific, logical, and other abstruse subjects, others are given up largely to fun and sport, some teem with locals, are newsy and lively. "You pay your money and take your choice."

Almost every one will agree with us in saying that the college paper that is full of college news, domestic college news, the one that is alive and racy in its local column, takes the best hold upon the student of such college. But just as "all work and no play" makes the proverbial Jack stupid, so the other extreme would soon lay him open to the criticism of frivolousness and lack of depth. There must be some "literary" matter. But it won't do to write continually of the "Science of Oratory," and of "The Evolution Theory," for students have a weakness for skipping such things. To be read at all the articles must be on some comparatively new subject, at least on some in-

teresting one. "The Feudal System" may be good enough to put a man to sleep with, but generally he will shun any such production.

"The editorials must treat of pertinent questions." Well, yes, if there are any; but, though college is a world in itself, there is too often a dearth of any kind of news, not to speak of pertinent questions. Politics and religious topics must not, of course, be introduced, together with some other fertile topics, and, as a necessary consequence, a great deal of "slush" creeps into what ought really to be the best written portion of the paper. The editorials show the qualities of the editors, and what qualities some do show!

Various men will naturally have different views of this matter, but we believe that the best paper is one which is devoted to the interest of the students, abounds in news of the home college, contains well-written editorials on subjects that students are concerned most about; if such subjects are few, editorials should be few, and with a literary column full of well-handled subjects, which have at least the air of something not wholly dead.

Papers, like individuals, must have ideals. THE VOLANTE aims at such an one as the above; how far it misses the mark, each must judge for himself.

It is conceded by all, that a man to be a writer must write, to be a good declaimer he must declaim, to be an orator he must cultivate his oratorical abilities; in fact, to do anything well he must have constant and careful practice in the art, science or business. Thus, to have in college a first-class Junior Exhibition, or a successful Commencement, it is necessary that the participants should have had careful training in the art of composition and delivery. This branch of instruction has been, as was stated some months ago in THE VOLANTE, woefully neglected here.

It is true that there are literary societies which tend to foster and encourage the development of abilities in that direction, but it is a fact that for some years past there has been a wonderful increase in the number of students who do not stop in the building, but, on the contrary, live considerable distances from the University, and who, having permanent homes throughout the city, naturally have other associations and recreations which hinder them from becoming members of these societies. So they are deprived of whatever benefit may possibly be derived from these literary societies.

Again, granting that they do, in a measure, render some aid to the various members in their literary work, still, in order to improve, it is essential that faults should be pointed out, judiciously and kindly, which is very seldom done through the practice now in vogue. Not judiciously, for it needs experience, thorough knowledge, and a well-balanced mind to do that, qualities which can hardly be expected to be fully developed in the undergraduate. Not kindly, for too often is the judgment and

perceptive power warped and biased by personal spite, party feeling, or perhaps a desire to be very scrutinizing and acute so as to be called a good critic.

In view of these few reasons—many more could be added—we believe a college, a literary institution like the Chicago University, should do something to alleviate the difficulty. There was a plan proposed to the present Senior class early in the college year, which we think would meet this want, and which we heartily endorse. It is an exercise which nearly all other colleges have adopted in some shape or other. We refer to chapel orations.

We believe the Seniors and Juniors should orate in chapel at least twice each term, that Sophomores should write essays and read them there, and that Freshmen should declaim. There could be no possible harm in trying the experiment, and all would then have just criticism and much-needed as well as much-desired training in this important branch of education. We hope the matter will not be slighted, and that some measures will speedily be taken to accomplish this end.

Some weeks ago a remark was let fall by one of our professors, with which we think that the mass of college students would take issue. It amounted to this: that the college curriculum contained a great many studies, and in order to do this marked-out course any sort of justice, it was necessary to obtain but a hasty insight of each study, to break ground, as it were, for future investigation, should the student so choose. It is the latter part of the remark, the necessity for the "hasty insight," that we are inclined to doubt. It is, indeed, too true that the curriculum of American colleges is overcrowded, considering the time allowed each study.

It is this "necessity" for a "hasty insight" that constitutes the curse of some American institutions. In Europe almost double the time is required by the universities for a man to obtain a degree. Justly have we of the Western world obtained the *soubriquet* of "fast" people.

In olden times it was said "a little learning is a dangerous thing," and it is still a truism that a mere smattering of some study or science does more harm to the recipient by its very littleness than a total ignorance of the same.

But we are to have this "smattering" so as to enable any one to continue the pursuit of the study with comparative ease by himself. Ah, yes. But what student, who did not intend to follow some certain scientific course as a calling in life, has continued his pursuit of knowledge in any particular branch beyond the limit prescribed by college law? Show forth the man who has continued the study of geology, chemistry, physiology, in fact, any of these "one term" sciences, after he has left college, unless, as was said before, it was necessary in his life-work. When is the lawyer, the doctor, the minister, the business man, who picks up his "inorganic chemistry" and tries

to master more of its secrets all by himself? "If such there be, go mark him well." He is an exception to the general rule.

Precious hours are thus wasted in drinking, not deep, of the "Pierian spring." What if we cannot classify the flowers and grasses at our feet according to the laws of botany, they smell just as fragrant, and we are fitting ourselves for the stern realities of life; the poetry must come with our leisure. By concentrating his efforts and obtaining a thorough knowledge of the principles and laws of political economy for instance, a man does more to insure his success in life than all this cramming and idiotic hastening through most of the other sciences ever could do.

"Time, time alone gives all things worth." Time spent in preparation, as well as the lapse of time, and a thorough and complete knowledge of some one thing, is worth a hundred-fold more than dabbling in a dozen.

If studies are too numerous to be mastered in the "regular college course," if one must give way to the other before the first is scarcely begun, so as to give the student an insight to both, there is but one remedy—shorten the course and lengthen the time to be devoted to each separate branch.

LITERARY.

THE BACHELOR.

I would live an old bachelor, merry and free,
A bachelor's life is the true life for me;
Let me journey along in the pathway of life,
Unfettered, untrammelled, unbound to a wife.

For charming young ladies I've a very warm heart,
Which only is bruised by Cupid's stray dart.
The plainest dear creatures I never would shun,
But pay my attentions to all, not to one.

Sentimentalists tell of a wife's honeyed kiss,
Of love in a cottage, and conjugal bliss,
But cunning old bachelors very well know,
Like the apples of Sodom, it's all outside show.

The angelic bride often proves a hard scold,
And the loveliest maidens grow wrinkled and old;
Connubial transports turn to hatred and spite,
And long days of sorrow follow hours of delight.

Alas! for the Benedict burdened with spouse,
And children—those joys of a married man's house,
With butcher's and baker's and doctor's long bills,
With hard curtain lectures and numberless ills.

Philosophical Socrates, tired of calm life,
Of peace and real comfort, hunted up a cross wife,
For the shrewd old bachelor most thoroughly knew
That the worst thing on earth is an untamed shrew.

With stoical firmness he had vanquished each ill,
But his proud spirit bowed to his wife's iron will;
His dream of felicity swiftly had fled
When a cold shower-bath came down on his head.

He repented his folly, but repented too late,
For sealed was his doom and settled his fate.
Thus the stoics old, though the founders of schools,
In some things conducted themselves like great fools.

A bachelor true is a butterfly gay,
In the sunshine of beauty he basks all the day;
But when his estate he doth foolishly double,
He forfeits his freedom and trebles his trouble.

Lively young men and men grave and staid,
Remember a bachelor's not an old maid;
The one is the monarch of all he surveys,
The other sits pensively counting her days.

His years will pleasantly, peacefully fly,
And a bright, jolly light will beam in his eye;
Then, when it is quenched, like a star outshone,
His family dies with his death alone.

"*Nil nisi bonum de mortuum!*" 'tis said,
And the bachelor knows that when he is dead,
In chancery court, with forged codicil,
No relict will fight his sanely-framed will.

Oh! a bachelor's life is the true life for me—
A bachelor merry forever I'll be,
Contented and happy, free from scolding and strife,
Free from sorrow and care, when free from a wife.

W. C. H.

EDUCATION.

BY PROF. HEMAN H. SANFORD.

Though so many books have been written and so much has been said upon this subject, it is a fact to-day that the greatest obstacle to the advancement of sound learning is the incorrect or defective views of the design, means and mode of an education.

From the educational commission, which in the name of reform has been revolutionizing the university systems of England, down to the municipal boards which control our primary instruction, an untold amount of time and money has been spent in empiric tinkering. The popular ideas in regard to a liberal education are strangely vague, and as various as the views of the chameleon. Even among students and those whose whole time is devoted to educational pursuits, the gravest errors in theory prevail, which are manifested in impracticable plans and courses. No greater boon could be bestowed upon a student at the beginning of his course, than to put in his hand and require him to study with the greatest care, a text-book upon this very subject. When setting out upon a long journey, a wise man will consider carefully his object and destination, and after obtaining the best information in his power, he will select just those means and modes which will secure his purpose.

It is safe to say that the majority of students set out upon their intellectual journey with no definite idea of what is before them. They get aboard of the first train, and when that reaches its destination they select another which looks the most pleasant and comfortable, and after a few years of this aimless riding, seeing that the time has been sufficient to reach some destined goal, they sit down and splice and offset their trips, and demand a certificate, and perhaps really fancy that they have reached their destination. Avoiding all metaphysical discussions, we would

make some plain suggestions from our point of view, merely setting a few land-marks which may be of use to those who are seeking the way.

We find ourselves endowed with certain powers or faculties and capacities which seem to be susceptible of endless development and cultivation. Education may be defined as development and training. The three classes of faculties—the physical, mental and moral—are distinguished by marked peculiarities. The development and training of these faculties will therefore require three kinds of education: first, the physical and technical; second, the intellectual or liberal; and third, the moral or religious. A complete education would imply a combination of all. If either of these is lacking or deficient, there must be a corresponding defect in symmetrical manhood. The means and modes to be employed in each of these are also essentially different. A confusion of these has caused a like confusion of ideas in the popular mind in regard to the processes, end and value of higher education.

As the physical nature is lower than the intellectual, so a physical education alone is low in its results and value. Yet even this is the highest object of ambition of a large portion of mankind, and from those it wins the loudest applause and the richest laurels. In proof of this we have only to notice the honors in the ancient athletic contests, and even the interest in modern rowing and racing, and other feats of mere physical strength and endurance. As we share these faculties in common with savages and dumb beasts, we are conscious that to make them the chief object of life is a degradation of the nobility of man. Next higher is a technical education, which implies special physical training in connection with and subordinate to certain forms of intellectual development and cultivation. The musician may soon acquire the theory and facts of his art, but he is not a musician till, by long and patient practice under control of the mind, his fingers acquire such facility and skill that they seem to be animated by an instinct of their own. This is true, in a degree, of all arts and trades. Excellence in these is higher than in the mere physical, just in proportion to the amount of intellectual development and cultivation required to give direction and precision to the operations. In this busy, utilitarian world, the strife for temporal advantages, and for the gratification of the physical nature, absorbs all the energies of the greater part of mankind. It is, therefore, not strange that a technical education should be the ideal of the masses, and that higher education should be constantly subjected to the depressing influences from this source. With many the practical is the highest good, and to them that alone seems practical which promises immediate results. They demand that education shall fit directly for life's work, and that which aims at distant rewards, however great, is considered a waste of time and money. They would have the college become the university in the most general sense of the word, and bristle

with shops of all arts and trades. Circumstances forbid the great mass of young men to look higher, but even this is far better than nothing; yet such institutions should be known as mere technical training schools, and never be confounded with or regarded as a substitute for those which furnish a liberal education. The latter is a still higher grade, having to do with the intellectual faculties only—such a development and care of the physical being implied as is necessary to furnish a healthy habitation for the mind. Still higher is the moral education, which is as yet almost neglected. True, the institutions of religion and the Sabbath are invaluable, but it is too often the case that during the other six days the delicate moral machinery is left to be played upon by any novice or knave, or kicked by every passer-by.

A new era must dawn upon our world before we can hope to see a moral education systematized and practiced as its high character demands. Returning to the liberal or intellectual education, we would consider its design, its means and its modes. Dealing with the mental faculties alone, its design is purely subjective. It aims at such a development and strengthening of the natural powers as to give them breadth, grasp and retentive power, and to so exercise and train them that they will work with rapidity, precision and persistence, and in perfect control of the will. It does not consist of the number of facts stored up in the mind, but of the power to comprehend, systematize and generalize facts and ideas and use them as means to press on into the region of the infinite unexplored. Such an education would enable us to burst the narrow bounds of ignorance and prejudice, take broad views of facts in their relations, and "think God's thoughts after him." Such an aim is surely high enough to rouse the aspirations of the soul and impel to years of toil and privation, shunning all allurements, overcoming all obstacles, and willing to wait for the rewards. But the great mistake is to consider an educated man a learned man. Education is the mere development of the power to acquire, and the capacity to receive and retain learning. A liberal education is the foundation, a special or higher technical education is the superstructure, and learning is the storing or furnishing.

A tent or hovel needs no foundation but the natural earth—you may erect it in a day, and sleep in it the first night; but the cathedral, the great factory, the towering monument, must have broad, deep and lasting foundations. An humble dwelling or a saloon may rest upon sand, or be trundled about upon wheels; but the great wholesale warehouse, from which thousands of retail dealers and millions of consumers are to be supplied, must have massive foundations which are not to be seen, but to support the whole. A single plank, resting upon the ground, may bridge a little stream; but what mean those massive granite substructions on each side of the gorge of Niagara? They may be buried in the earth and seen no more; but wait and you will see

thread and cord and wire, and finally the grand and graceful cables, spanning the abyss upon which a nation may pass in safety. The uneducated man uses only the unassisted physical powers; the educated man puts under tribute all the forces of nature. Ignorance would have pecked away till doomsday upon the rocks in the channel of Hell Gate; but education drilled and charged for a while, then came the flash, the earthquake, and the thoroughfare of commerce. When graduates of colleges shall cease to think that they are learned men, and the world shall cease to expect it; when students shall be satisfied to lay foundations, to develop their God-given faculties and prepare for future acquisitions, the sky of education will soon be cleared of its darkest clouds.

The design of a liberal education will suggest an answer to the second inquiry: What are the means to be employed? Whatever will most thoroughly and symmetrically develop the faculties of the mind, and discipline them for effective labor, must be the best means. Different minds may require different means. It would be labor lost to attempt to lay a foundation in quicksand; better use the surface for light and temporary structures. Others may require patient pile-driving of first principles to obtain any solidity; still other porous soils may need a concrete of science to bear the rocks; but some furnish a rock bottom upon which the granite walls may be laid at once. In any case it is not necessary that the foundation should consist of the same material as the superstructure. Though wood, brick and marble may compose the building, it does not follow that the same materials must be used in the foundation. We make no such mistake in physical development. If one is to become a carpenter or watch-maker, we do not think it necessary to feed the child on wood or watches. The experience of generations has shown that mathematical, classical, metaphysical and logical studies must be chiefly relied upon for this development and discipline. Institutions founded upon other theories may meet a popular demand, and therefore flourish for a time; but experience has taught us that they must be a failure. We cannot here consider the special influence of each of these studies upon the mind; but as the chief opposition is directed against classical studies, a few words may be in place.

The faculties of observation, discrimination, memory and judgment, together with the power to concentrate and persistently hold the attention, are of primary importance. That the thorough and accurate study of the classics is peculiarly adapted to develop these, no intelligent and unprejudiced man can deny. The very fact that an almost infinite number of principles and facts, uninteresting in themselves, are here to be retained and constantly applied, is one great argument in favor of classical studies. The memory is strengthened chiefly by voluntary efforts to retain. Striking events which imprint themselves upon our

minds do not benefit the memory; nor do those facts of science or every-day life, which impress passive minds simply because they are interesting. Otherwise the readers of novels and daily papers would become the greatest scholars. To allow a pupil, therefore, to follow his own inclination in the selection of studies, would be as reasonable as to allow a child to live upon ice-cream and mince pie because he considers them his forte. The least attractive may be the most needed. The classics may be abused and so superficially taught as to yield little benefit, but this should not be used as an argument against their study. And, on the other hand, many branches besides the above may be so skillfully taught as to give a good degree of discipline.

Beautiful theories are of little value when they run counter to the experience of the best educators for ages. It remains for us to notice the mode of study. The great difference between man and the vegetable kingdom is the power of voluntary action and thought. Take these away, and man would be worth less than a squash. Supply nutriment, and a vegetable will, by the very laws of its nature, absorb it and grow; but it never moves. A child, too, absorbs nutriment, and if that were all it would only become an overgrown baby. But he is made for action, and begins at once to show it. "Action gives greater power to act," is the great law of both physical and mental development, and the analogy between the two natures is very close. It is action which develops strength in the body; food only repairs the waste. Only such and so much as can be assimilated is demanded; all beyond that is rejected as a burden. The athlete gains strength by using a simple diet regularly, and in just such quantity as the amount of activity demands. To overfeed without increase of exercise, would clog and weaken. No man estimates the value of a horse by the bushels of oats he has eaten, but by his strength of muscle and power of endurance; in short, by what he can do. It is equally absurd to estimate an education by the number of studies "crammed."

Because a student may in one week prepare to pass a creditable examination upon the study of a term, he fancies that he has obtained the benefit of a term's work. There could not be a greater mistake. He has not even the benefit of proper study for a week. The injury has outweighed the benefit. Healthy mental growth cannot be hastened by any such hot-bed treatment. The body may get its growth, but the mind never. Intellectual development is slow, and only under the influence of regular, persevering, voluntary exercise. Stimulants may excite the body to temporary action, but in the end they reduce the strength. So exciting reading, or representations which cause undue involuntary activity, weaken the mental power. When the broad and firm foundation is laid, then the special superstructure can be reared. It may be a temple for God's worship, a hospital for the suffering, a fort for the defense of liberty, a warehouse for the marts of trade, a factory for producing machinery to subjugate the forces of nature, or a monument to endure till the end of time.

AMERICAN HURRY.

Perhaps no one fault of the American character is so universally admitted, and at the same time so universally ignored as regards its consequences and final effects upon the national character, as that peculiar tendency, fast becoming a settled habit, styled by our European friends "the American hurry."

The swift performance of an action does not necessitate hurry, but the attempt to do in one day what absolutely requires five days for its completion—the effort to do much rather than to do a little well—results in a hurried and disordered mode of life. The average American does everything in a hurry. He works fast, eats fast, talks fast, and walks fast. He grows up in a hurry, gets married in a hurry, and dies in a hurry. His constant excuse for non-performance of duty is, "So busy;" "Had n't time." He lives in a continual whirl—always "on the go;" never rests, never stops for recreation, until, like the "one-horse shay," he breaks down without warning.

We are proud of congratulating ourselves upon the amount of work that we are able to accomplish in a given length of time, but are careful to avoid all reference to the disorder and waste, mental, physical and material, to say nothing of the dwarfing of the moral nature, which are the consequences, direct or indirect, of this hurried manner of working. We hear every day some one speak of the death of an eminent statesman, or physician, or divine, and say that he was "worked to death," or "died of overwork." And yet these very men who deplore the death of the victims to Hurry, continue, perhaps unconsciously, to commit the same error in their own lives. If, perchance, some interested friend from over the water admonish them and say, "You live too fast, you Americans," they reply by saying, "It is better to wear out than rust out," and so it is, provided that the wear be gradual, that the machine be well lubricated, and that too much force be not expended in friction.

If necessity demanded that a man should work fast, it would naturally be expected that he would fortify himself, both in body and mind, for his task; that he would withdraw from the turmoil and excitement of business a little while, that he might commune with the rest-giving goddess, Nature. It might also be supposed that he would consider it worth his while to ascertain what food would best nourish his body, and that he would take this nourishment at suitable times and at stated intervals, and that he would devote a moderate amount of time to its mastication and digestion. Not so the American; as he works in a hurry, so must he eat in a hurry, where or when matters very little to him. Sometimes he goes home to dinner, sometimes he takes a "lunch" with him, sometimes he goes to a hotel or restaurant. What time does he dine? Oh, any time from 12 till 2 P. M., whenever he can get away from the office or store,

he will tell you. After ten or twelve years of such irregularity, he becomes a confirmed dyspeptic, and is obliged to "get away" from the office or store, to suffer untold agony, and to make life a burden to all those who are unfortunate enough to be near him. The growing extent and increasing severity of this almost incurable disease, dyspepsia, presents sufficient cause for alarm as regards its effect upon the physical, mental and moral health of the nation.

As a consequence of the fast "growing up," there are no children, so to speak, in America. They are simply small editions of their parents—talk the same, dress the same, and act the same. It is doubtful if any other country in the world would be willing to recognize as a legitimate part of its society that very progressive juvenile specimen which we are to designate as Young America. The first thing of importance which this enterprising youth undertakes is to get married. This he also does in a hurry—generally as soon as he has reached the advanced age of twenty-one, and not infrequently before that. He seems to adopt as his motto, "Marry in haste and repent at leisure," and many a time he verifies the truth of the saying with bitterness and regret. Quarrels, unhappiness and divorce are too often his portion. Having thus early bound himself in the matrimonial fetters, happily or unhappily as the case may be, he very naturally feels the necessity of making a great deal of money in a very short time, and is thus tempted into all manner of wild schemes and speculations. If unfortunate and unlucky in his plans, he is urged on by necessity and the wants of his family, till, goaded to desperation by repeated failures, he becomes at last a defaulter, disgraced, discouraged and disowned. If, on the other hand, he be honest in everything, and fickle Fortune favor him, he amasses a fortune, exhausts all his strength of body, mind and soul, and dies without having enjoyed the fruits of his labor. Dying in a hurry, he has not had time to make a will; or if he makes one, his heirs break it and the result of the labors of a lifetime, which has as yet benefited no one, is made the subject of controversy and quarreling among the heirs, while the most of it is wasted in litigation.

This rushing, pushing and hurrying may make great cities, and all kinds of material improvement, but after all, is it the kind of life most conducive to the building up of a symmetrical character? What is the object of living? Is it to build cities and railroads, and make money—only this, or is it to make for ourselves character, to discipline our minds, to broaden our intellects, to fill our souls with a pure and lofty ideal, and to draw wisdom and inspiration from the manifold handiworks of Nature? "What shall it profit a man if he gain the whole world and lose his own soul?"—and where is the soul more completely lost, more entirely hidden from the bright rays which emanate from the great source of all good, than in the midst of a hurrying, jostling, pushing, never-ceasing, never-resting multitude made up of

many individuals, each with his own selfish desire, each with his own particular "hurry?"

Now, when the tendency is to break away from all old customs and to discard all old land-marks, is it not time for us to pause and to look forward a little, lest there be breakers ahead, and the nation, like many individuals, become bankrupt? In the young men is the nation's strength. Let them be strong, cautious, cool-headed, temperate in all things, careful of their health of body and of mind, giving each its proper nourishment and each its suitable recreation. And let each one remember, when tempted to a hasty action or to participation in some hazardous speculation, that the better way is to "make haste slowly."

JOURNALISM AT CHICAGO UNIVERSITY.

THE VOLANTE, in common with all other remarkable institutions, has a history. This history, existing in the shape of tradition handed down, not exactly from father to son, but rather from class to class, incurs the risk of being distorted and falsified; hence the propriety of placing on record some of the leading features in its eventful career. In doing this, it is not necessary to go back to the creation of the world, *a la* Irving in his history of Ten Broek and the New York Dutchmen; but a few words concerning the journalistic predecessors of THE VOLANTE may not be devoid of interest.

THE INDEX UNIVERSITATIS.

The history of the *Index Universitatis* is almost purely traditional. Here and there, throughout the country, in the libraries of men who graduated away back in the sixties, stray copies can be found, hidden among ponderous doctrinal or legal works. They say, however, that the *Index*, first issued in the shape of a small college annual, succeeded only partially in supplying the want, even then felt, of a paper to represent the University in the outside world. It was, therefore, changed to an annual magazine of forty pages, containing much matter that is now found in the University catalogue and in books of a pious character. Among the men who conducted the annual were E. O. Taylor, T. B. Pray, J. M. Coon, and W. Whitney. In January, 1869, a step in advance was taken by issuing the *Index* as a monthly, under the control of the somewhat indefinite parties known as "the classes." The editors were then E. F. Stearns, D. DeWolf, W. Whitney, and Z. D. Scott. The magazine still preserved its pristine soberness. No airy trifling nor unseemly levity shocked its readers. Sober-minded students found within its covers food for reflection, in perusing weighty essays on "The Natural Sciences in Colleges," "Louis the XIV.," "Motley's Rise of the Dutch Republic," and kindred subjects. Tripodian gravity, leavened with considerable ability, was its chief characteristic. In June of the same year, it was, as might have been presumed, found necessary to "centralize" the publishers, and A. C. Honore, H. K. Hopps, C. A. Snow-

don, and Z. D. Scott were elected to act in that capacity. In the fall, E. S. Chesbrough, Jr., and B. L. Aldrich were elected editors, and T. P. Maryatt and J. Newman, publishers. The year 1870 proved disastrous to the *Index*. Publishers and editors were changed with nearly every number, and the short career of the monthly magazine was fast drawing to a close. N. E. Wood was one of the editors of the January number, while C. A. Barker and A. P. Burbank performed the herculean task of inducing the printer to issue it. The appearance of the

COLLEGE TIMES

brought the affairs of the *Index* to a crisis. The matter for the February number was ready and presented to the printer, who, for weighty financial reasons, refused to take any more "copy," and thus cut off the *Index* in the flower of its youth. In the meantime, the *College Times* had become a popular favorite. It was first issued in the shape of a two-column, eight-page paper, of the dimensions of THE VOLANTE. The first number appeared in January, 1870, and contained a hopeful article on the "Condition of the University," which seems to have been used as a model ever since for annual articles on the same subject. It was a sprightly paper, confining its attention mainly to matters of local interest, which, by the way, was the secret of its immediate success. The *Index* accused it of being anonymous; but it was generally understood that the men at the head of the new enterprise were C. A. Snowdon and A. B. Tucker, both promising young writers. E. R. Bliss managed the finances. It was a purely individual enterprise, but none the less creditable. In October, 1870, with the same gentlemen acting as editors, the paper was published by J. G. Davidson and C. R. Calkins, and "managed" by G. C. Gardner. Its prosperity continued, locals and personals being its chief features. The mechanical work was done by Birney Hand, who was then located on Randolph street. The end of the college year approached, and, on the 9th of May, the Students' Association elected J. G. Davidson, O. B. Clark and H. W. Booth, editors, and F. H. Levering, H. B. Grose and T. E. Egbert, publishers. The fall of 1871 came, and with it the great fire of October 9th, which for a time sadly interfered with the affairs of the University and its paper. Just before that calamity, it had been determined to re-christen the college journal, and call it

THE VOLANTE.

This name, at once unique and fitting, was undoubtedly suggested by that of an old college boat which had been destroyed in a severe storm. It was not until January, 1872, that THE VOLANTE appeared. It was an exact reproduction of the *Times*, with the exception of the "head," which was the same then as it is now. Its literary features were an anonymous poem and an article on the "Practical Uses of Astronomy," by Prof. T. H. Safford. Its locals and personals were prominent features. The vacancies in

the board of publishers were filled by the election of J. H. Sampson, '73, and J. S. Harper, '74. From this time onward, *THE VOLANTE* pursued the uneven tenor of its way, through fires, panics, epizootics, and misfortunes of every kind, sometimes apparently at the point of dissolution, sometimes strong and vigorous, but always managing to hold its own. The second year of its existence saw it enlarged to fourteen pages and adorned with a cut of the University. At this time, also, it was fortunate in having hard-working and enterprising gentlemen as conductors. The class of '73 elected as editors Oliver C. Weller, Edward Olsen, and Jacob Newman. The classes of '74, '75, and '76 were represented by the publishers, G. Sutherland, W. H. Windes, and J. E. Rhodes. The system of distinguishing between editorials, literary and other matter, came into use at this time, and considerable space was devoted to the alumni. In the fall of 1874, the Students' Association saw fit to give the Junior class a share in the editorial management of the paper. Five editors were, therefore, chosen, three from the Senior and two from the Junior class, with a view toward giving the latter experience in newspaper work. One of the Seniors was chosen managing editor; but this plan would not work well, on account of the proneness of every well-regulated Senior editor to resent authority of every kind. The present excellent system was then adopted, and found to work to a charm. That is to say, in other words, that two or three men out of the five were generally allowed to do the work while the rest shared the credit most charmingly. The men at the head of the paper usually managed to impart their own individuality to it, and a glance over the files will show that *THE VOLANTE* has been constantly gravitating from the grave to the gay, from the solid to the effervescent, from the Tripodism of the *Index* to the Punchism of the *College Times*. Now, the tone of the paper has been humble and servile, bowing low to the authorities that be; and then again the most refractory and captious spirit has been shown. At times the manifest intention of the editors has been to get along smoothly, amicably, and peaceably with the whole world in general and the college world in particular; at other times a decidedly contrary spirit has been exhibited, and unless the editors were constantly in hot water they did not deem themselves successful, in any desirable degree. Personalities of the most startling nature have been the aim and effort of not a few editors, while puffs and sugar-plums have been that of others.

The creation of a Ladies' Department in the University led to its representation on the editorial board of *THE VOLANTE*. The class of '77 furnished the first lady editor, Miss Jessie F. Waite, who was followed by Miss F. M. Holbrook, of '79.

During its seven years of eventful life, *THE VOLANTE* has contained contributions from men of acknowledged high standing and reputation. To prove this, the following

names need only be mentioned: Prof. T. H. Safford; Rev. J. C. Burroughs; Rev. R. D. Sheppard, now of the Grace M. E. Church, this city; Prof. J. R. Boise, LL. D., Ph. D.; Williams Mathews, LL. D.; Lemuel Moss, D. D.; Prof. J. W. Stearns, and others.

The names of those who have been connected with *THE VOLANTE*, are, as near as can be learned, as follows: Vol. I., H. W. Booth, O. B. Clark, J. G. Davidson, all of '72; Vol. II., O. C. Weller, E. Olsen, J. Newman, of '73; Vol. III., G. Sutherland, R. R. Coon, R. M. Ireland, of '74; Vol. IV., J. Staley, Boganau, S. S. Niles, of '75, W. G. Hastings and H. B. Grose, of '76; Vol. V., H. B. Mitchell, J. E. Rhodes, R. L. Olds, of '76, G. M. McConaughy, J. Langland, of '77; Vol. VI., the Junior editors of Vol. V., with P. Baird on No. 1, Miss Jessie F. Waite, W. W. Cole, on Nos. 5, 6, 7, 8, and 9, of '77, F. A. Helmer and H. E. Fuller, of '78; Vol. VII., C. B. Allen, Jr., W. R. Raymond, H. T. Duffield, J. D. S. Riggs, of '78, Miss F. M. Holbrook, H. G. Parkins, of '79. The names of the present editors can be found at the head of this paper. Want of space forbids a mention of all the publishers, to whom must, in a large degree, be given the credit for the success of *THE VOLANTE*. Self-sacrifice and individual enterprise have often been found necessary in order to keep the paper going, and most nobly have the publishers met the demand.

The future of *THE VOLANTE* is not a matter of doubt. Firmly established, with an excellent reputation and "good will," it will no doubt share in the prosperity of the better times said to be coming. As it has steadily advanced in the past, growing from an infantile paper of eight pages to a prosperous publication of double that size, so it will doubtless continue to advance in the future, with equal rapidity, winning fresh laurels and training students in that important but somewhat neglected profession—journalism.

BASE BALL.

"We have met the enemy," and we regret to say that we are theirs. The first College league game was played here May 17th, in the presence of a large number of spectators, comprising members of both Universities and a goodly sprinkling of outsiders. The ladies especially were out in full force, and it is melancholy to think that they should have been treated to such an abominable exhibition of ball playing on the part of the home nine. The day was lovely for ball playing or anything else. At 2:45 p. m., the Evanstonians went to bat, having lost the toss, and immediately proceeded to make five runs on a two-baser by Sheets and several errors, principally by the catcher, who could not hold Gardner's pitching, allowing two or three men to take first on three strikes. No runs should have been scored had the fielding been even mediocre. By dint of two singles and a couple of errors, Hawley scored on the side of the University. In the second and seventh innings only did

LOCALS.

Autograph albums have appeared.

Commencements have commenced.

Are we to celebrate Decoration day?

The campus is in a splendid condition.

How is that new oratorical association progressing?

The publishers beg leave to remark that back dues from subscribers would be acceptable.

The Juniors have commenced to view the beauties of Nature from a Botanical point of view.

The boarding club elected Russell to succeed Meredith as collector, for the balance of the term.

Prof. Freeman, after a vacation of the first half of this term, will probably resume his duties again.

The Seniors had agreed to play ball with the Freshman nine, but for some unaccountable reason failed to come to time, and so forfeited a ball.

From now on, the librarian will be busier than usual, and there will be a large demand for essays, biographies, etc. Commencement orations, you know.

When the Professor in Chemistry announced that he intended to show us how "matches" were made, why did one young man with Burnside's blush so?

It is about time for the various classes to make preparations for their class suppers, picnics, or "bums," as the case may be. Such gatherings are the best thing in the world to foster class spirit.

Signs have been posted all about the campus, bidding every one "Keep off the grass." It seems to have been a much-needed notice, judging from the condition of the grass, especially near the walks.

Lectures don't seem to do much good here, if one judges by the number of youths who took their girls in the evening to the "Carnival," and did not get home till 12 or 1 A. M. But then that was for "sweet charity's sake."

The University defeated a nine from the Union Law School, May 16th, by the score of 23 to 8. Fowler Lansing, of '77, and former pitcher of the University's, pitched for the law students, and was batted with ease.

Is it not just the least bit inconsistent to compel the students to attend chapel every morning, and have but one or two of the Faculty present? At all events the example set will not prove as beneficial as some other one might.

The long talked-of foot-ball match between elevens from Michigan University and Racine, is announced to come off May 30th, Decoration Day, at White Stocking Park in this city. The game is to be played according to the Rugby rules.

the visitors fail to score. In the others they made runs which aggregated thirty-one, the eighth being an especial circus, the Evanstonians making nine runs off Carson, who went in to pitch during the seventh inning. They batted him quite freely during the eighth, owing to the extreme lameness of his otherwise effective arm. The home nine scored three in the second and seventh, one in the fifth, and five in the ninth, making a sum total of thirteen. The game was principally remarkable for errors and general loose playing, and the Evanston nine have the satisfaction of having given the University's one of the severest drubbings it has ever received. Of course, no one was to blame in particular. Lichstein's hands were in a terrible condition, which accounts for his passed balls. Alsip went in to catch during the fifth inning, and did well. The in-field, as a whole, was very weak, though Powers showed up in fine style at first. In the second inning, a grand "kick" occurred. Powers had reached third, when the catcher had a passed ball. Of course, Powers started for home while the Evanston ball-tosser was ambling after the ball. An officious individual, probably a man from the N-W. U., kindly assisted the catcher, and the result was that, by this aid, he was able to send the ball to the pitcher in time to cut off the runner. The umpire, a meek-looking individual, who was very reckless in the way he called strikes and balls on both sides, declared the runner out. Hence the kick. The matter was finally compromised by sending the man back to third and calling "dead ball." After another outrageous decision in the fifth inning, it was decided that, like the Chinese, he "must go," and Wakeman took his place, and filled it in a satisfactory manner till the close of the game. Care should be taken hereafter to have an umpire who knows his business and will attend to it.

The Evanstonians batted heavily, and their pitcher, with his "wicked curves," was also pounded all over the field, while their fielding was of a very loose nature.

In the seventh inning, a change of position occurred in the home nine, Adams became sick (no wonder), and Marshall took his place, while Gardner and Carson exchanged places.

After the ball match with the Evanstonians, a party of students, some from Evanston and some from Chicago, boarded a horse-car *en route* for down town, and, to amuse themselves, commenced singing. In a rage, the conductor stopped the car, and refused to go on till the singing was stopped, which it was until the car started again. Half way down, the conductor called a policeman on board; but the policeman had probably been a college boy himself once, for he would not interfere. How the boys did sing the rest of the way!

Hawley having resigned the captaincy of the nine, Esher was elected in his place.

Dandelions are in great demand with the ladies, who daily examine the campus with careful eye to find some. They claim that these much-despised posies are "all the style" now. Thus does the wheel of fashion go around.

Profs. C. Gilbert Wheeler and E. S. Bastin lectured before the Academy of Sciences, Tuesday evening, the 13th inst. Prof. Wheeler lectured on "The Mines and Minerals of Mexico," and Prof. Bastin on "The Lower Forms of Animal Life."

The Glee Club has been singing again—once at the University the 13th, and again at the Evangel Church the 14th. The entertainments were well attended—the first one at least—and there are some who would like to have them repeat the performances.

The Athletic Association intends to give an entertainment of some description on or about the 28th inst. The ladies are to furnish refreshments, and a general good time is expected. All the male students will of course be on hand with lady escorts and plenty of spare change.

He was a Senior, and as he fetched up at the bottom of those slippery steps, he ejaculated, "Hell!"—(just then a professor came gliding around the corner)—"is paved with good intentions." The professor smiled blandly, went to his room, and gave that Senior ten.—*Amherst Student.*

Through the kindness and liberality of some one, a large number of lilac bushes adorn the campus. They are now of course in blossom, but the flowers, like riches, seem to "take to themselves wings and fly away," on account of the vandalism of some lawless persons. Are any of these students?

It is a shame that the persons who were instrumental in obtaining a room for a gymnasium, have not taken good care of their trust; and further, that the persons who have in any way defaced or misused the premises, have not the honor to come forward now, as they promised, and repair the injury.

Evanston should not be so very careful in regard to the players in our ball club. Chicago may possibly have been derelict in some way, but she did not try to "ring in" outside players this year or last, as a certain other college did not a hundred miles away. "People in glass houses should not throw stones."

Swaney, who joined the Senior class this last term, having come here from Monmouth, was requested to repeat his oration delivered at the Inter-Collegiate Oratorical Association, before one of our literary societies; but not wishing to favor any one of them, nor desiring to repeat it more than once, he wisely concluded not to repeat it at all.

In completing their study in French, the Junior class has ended one of the most interesting and pleasant exercises in its course, rendered doubly so by its teacher, Miss Esther

Boise, who possesses the rare faculty of endearing herself to all her pupils. Indeed this peculiarity seems to run in the family. The class of '80 will always kindly remember French, notwithstanding its last dose of verbs.

It is encouraging to note how well interest is being kept up in Athenæum this term. Usually when hot weather comes on, literary pursuits are abandoned; but so far Athenæum has managed to present first-class programmes. Is this because of the good management? If so, it helps to sustain the reputation of our ladies as energetic workers.

The Catalogues for '78-9 are in press, and will soon be out. They will not be materially different from those of last year. Next year it is expected that there will be some sweeping changes made, especially in the Scientific course. The Catalogues appear late this year on account of unavoidable delays.

A crowd of Evanston roughs accompanied the N-W U. nine, and made it a point to howl and scream or hoot and hiss whenever an opportunity presented. The players themselves acted like gentlemen, but the company that was with them gave a very poor impression to outsiders of the character of the men who attend the North-Western.

The third annual Detroit *Evening News* excursion to the White Mountains will leave Detroit July 7th. The round trip, of over 2,000 miles (which will include Quebec and the seashore), will cost but \$25. Tickets good for 45 days. Full particulars may be obtained by sending stamp to W. H. BREARLEY, office of the Detroit *Evening News*.

Dr. Anderson struck the nail squarely on the head when he said that there were too many who left college for a short time, promising to make up the lost lessons, and who after "cramming" for a few days, rush back to college and say to their Professors, "Hurry and examine me—quick, before I forget!" This practice should be immediately stopped.

The Seniors have been enjoying some very instructive lectures in political economy, or rather in "Economics," by Prof. Smith. It is a noticeable fact that the lectures are always well attended, as well as attentively listened to by the whole class, if one man be excepted, who usually, as was mentioned some time ago, takes this opportunity to enjoy a morning nap.

Our Seniors—those who could afford it and who felt thus inclined—have donned "high hats," that is to say "stove pipes." This reminds us that at Galesburg, at staid Knox College, the Freshmen were insane enough to try and imitate the lofty Seniors by wearing high hats, and thus equipped promenaded into chapel one day not long since. It is refreshing to remark that those hats were spoiled then and there and rendered unfit for future use, by Seniors who seemed quite capable of maintaining their dignity.

The Seniors are beginning to think of the "vacation" usually allowed the graduating class, in which to prepare their Commencement orations. To a casual observer entering a recitation of the aforesaid class, it would seem as if this vacation was not to commence, but had commenced, and continued during the greater part of the term. But then men of '79 are known everywhere as the champion "cutters."

It used to be the custom in the good old days of yore, that Tri-Kappa would have an occasional joint meeting with one of the Evanston literary societies, but the practice seems to have died out. What is the matter? The meetings were always interesting, pleasant, and largely attended. Is it lack of energy on the part of members of Tri-Kappa, or is all interest in its success and welfare gradually dying out?

On Tuesday, May 6th, the directors of the Astronomical Society elected Prof. Geo. W. Hough, formerly director of the Dudley observatory, superintendent of the Dearborn observatory, in place of Prof. Colbert, resigned. Prof. Hough has of late lived quietly at his home in Riverside, engaged in study. He has signified his willingness to accept the offer, notwithstanding the meagerness of the pecuniary returns, and will shortly enter upon his duties.

Some students were singing in one of the rooms in the Seminary building; the windows were open and the sweet (?) strains floated out on the summer breeze. An ice-wagon was standing peacefully before the building. All of a sudden, the horses started up, ran down Rhodes ave., and turned on to Thirty-fifth st., scattering ice recklessly behind them. And now the driver wants to know what in the world scared those horses so.

The following note was found on the floor, near the door of Society Hall:

"DARLING H—: Your note received. I have been very much grieved lately at your coldness on some occasions. Why is it? Can it be that you no longer love me? I have begun to adore you," &c., &c.

Is it possible that there is another engagement in embryo? We have our eye on "H.," and will look with some curiosity for future developments. We give our blessing in advance, but warn them to be more careful of their notes hereafter.

The Baptist Theological Seminary held its twelfth annual Commencement exercises during the week ending May 10th. The examinations were held May 5th, 6th and 7th. The Commencement orations were delivered Thursday morning, May 8th, at the First Baptist church. They were of the usual pious nature, and were duly appreciated by the students from the University and other friends of the institution who assembled to listen to them. The graduating class number thirteen. The Alumni banquet took place the

afternoon of the same day, at the Tremont House. A glance at the treasurer's report revealed the fact that the financial condition of the Seminary is somewhat analogous to that of the University.

Some Sophs, at their wits' end how to raise a "breeze," some days ago concluded that a good way to attain this desirable result would be to haul various students through the window in the east wall of Society Hall. They experimented on members of their own class at first, and then widened the circle, taking in everybody. It seems that they cared for a couple of Preps in this way, greatly to the detriment of the Preps' clothes, and the Preps, enraged at this treatment of some of their number, determined to pay the Sophs off in their own coin, and they would have succeeded without doubt and taught these men a lesson had not the timely arrival of one of the Professors prevented. They swear that they will square the matter up, any way, before long.

The fifth Inter-State Oratorical Contest took place in the opera house in Iowa City, Iowa, May 7th, before an immense audience. Missouri, Wisconsin, Illinois, Iowa, Indiana and Ohio sent contestants. The first prize of a gold medal was awarded to Mr. R. M. Lafollette, of the State University, Madison, Wis., and the second, a silver medal, to Mr. Barber, of Ohio. There was a little variance of opinion on the part of some of the audience as to who ought really to have had the second prize. Quite a number would have allotted it to Miss Miller, of Missouri. But this divergence of judgment is nothing uncommon, as witness the performances at Lebanon and the recent Junior exhibition. In fact this variety of opinion is one of the chief beauties of such contests, and adds spice to the whole affair. A reception was extended to the delegates at the close of the literary programme. The next State contest will be held at Oberlin, Ohio, in May, 1880.

PERSONAL.

'70. C. A. Babcock is practicing law at Quincy.

'72. Rev. J. L. Jackson has been elected orator of the Sem. Alumni.

'78. Raymond is still propounding Greek and Latin roots at Beaver Dam.

'81. R. C. Mead is in Cuba, N. Y., attending to his father's business.

'77. Miss Jessie F. Waite will read an essay before the Alumni Association.

'73. Jake Newman has obtained a fine law practice and is succeeding first-rate.

'71. Perry Powers recently read a paper before the Philosophical Society.

'65. Stillman E. Massey is engaged in the furniture business at Morris, Ill.

'81. Sherer has finally concluded not to return to college again, as he had intended.

'80. Walker has left his class temporarily on account of the severe illness of his mother.

'76. A. J. Fisher has taken hold of the *Hatters' and Furnishers' Journal*, and intends to make it pay.

'64. Jos. F. Bonfield has again opened a law office, after a successful term of office as Corporation Council.

'69. Robert D. Sheppard, pastor of the Grace M. E. Church, will deliver the oration before the Alumni Association.

'74. Chas. T. Otis, after a short visit to his friends and relatives in the city, has returned to his business in London, Eng.

'76. J. H. Rhodes is engaged in the iron business in Sacramento City, Cal., with the firm of Huntington, Hopkins & Co.

'80. F. W. C. Hayes has gone East on a visit. If the gods prove propitious, he intends to enter Hamilton next September.

'73. O. C. Weller will act as poet or historian before the Alumni Association, according to the Muse that gains control over him.

'65. Rev. Joseph Rowley, pastor of the First Baptist Church at Racine, is still at his post, though his health has been poor for some time.

'80. Sutherland, originally of '79, is endeavoring to complete his course by the end of the term so as to graduate with his former class.

'69. Edw. F. Stearns, formerly principal of our Preparatory Department, has been teaching Latin during the past year at the Chicago Athenæum.

'66. F. A. Smith has been elected a member of the Executive Committee and one of the Board of Directors of the Baptist Theological Seminary.

'81. Hopkins has been called home, for the remainder of this term at least, on account of pressing business. We hope to see him here again next Fall.

'81. Fitch, he with the black eyes, has tired of school at the University, and has gone to try his fortune in the law office of Butz, Eschenburg & Prussing.

'71. A. P. Burbank, after giving some successful readings in Talmage's Tabernacle on the 7th inst., took the steamer the following day, in company with his wife, for Europe.

'72. G. M. Lamberson was appointed District Attorney in State of Nebraska some time since, by President Hayes. Lamberson is still a young man, and his appointment to this position speaks well of his capabilities.

'81. Gohegan has gone from one literary institution to another, that is to say, he left the University and became

circulator on the *Morning Herald*, since deceased. He expects to enter the Law School in the Fall.

'68. Müller, who graduated with high honors from the Stuttgart (Wurt.) Conservatory of Music, and who was tutor of German for a while at the University, has again returned to Europe, having received several flattering offers.

EXCHANGES.

It is with a feeling somewhat akin to dislike that we turn to the exchange column of the average college newspaper, and we sometimes wish there was no such column. There seems to be so much of the "I puff you and you puff me" element, such an inclination to retaliation, that just criticism is rare, and this is particularly true in the last number of the *Beloit Round Table*. The whole exchange column betrays remarkably poor judgment and taste, or else a very mean spirit on the part of the exchange editor; for instance, when he speaks of the *University Press* as a "bankrupt organ," because it had not exchanged regularly, or vents his spite on the exchange editor of the *Dartmouth*. He deigned also to touch *THE VOLANTE* long enough to make some gross misstatements either through ignorance or design. He intimated that our university had withdrawn from the Inter-Collegiate Oratorical Association because "it could never take an honorable position, and its orator has merely consumed time and patience." The fact is that Chicago University has taken two out of seven prizes, with from six to eight contestants, which seems to be a fair showing. We are sorry to hear such talk from such a paper as the *Round Table*; it reminds us too much of the *Niagara Index*, whose chief fame lies in the fact that it has a caustic and seeming unscrupulous Ex. Ed.

The literary articles of the last number of the *Collegian* and *Neoterian* were much better than any which have lately appeared in it. The oration on the "Relations of Reason and Faith" was well written, but the best was the article "Arbitration versus War." We clip the closing lines:

Let the beauty and completeness of arbitration be agitated among intelligent nations and they must certainly adopt it. However much ambitious schemers may oppose it, the people, ever alive to their own interests, will rally to its support as eagerly as they now defend the laws of war.

Let the nations of the earth, realizing the injustice and useless expense of war, brand it with the reproaches it deserves. Let Great Britain and America point with pride to the Geneva award; and may the messenger of peace, purifying this blood-stained earth of ours, speed that glorious time when "nation shall not lift up the sword against nation, neither shall they any more learn war."

Some of the locals are a little far-fetched to be considered funny, but they are generally good. The paper, taken as a whole, is interesting.

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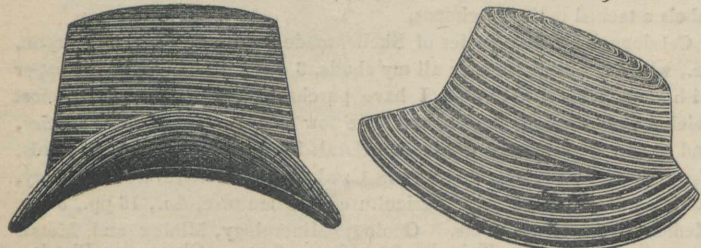
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