I. COLLEGE OF LITERATURE AND THE ARTS.

There are in this college two parallel courses: the classical course, in which both Latin and Greek are required, leading to the degree of B. A., and the scientific course, in which only one of the classical languages, viz.: the Latin is required, modern languages and scientific or philosophical studies taking the place of Greek. The degree in this course is B. S.

II. ELECTIVE COURSES.

Those who do not wish to take either of the regular courses of study can select from these courses such studies as they are fitted to pursue, and receive their daily examinations with the classes of the Preparatory Collegiate Department.

III. LADIES' DEPARTMENT.

Young ladies have the option of either of the regular courses of study which they pursue with the regular classes.

IV. PREPARATORY DEPARTMENT.

The aim is to give thorough preparation for the University, with general academical studies to other students.

The College Professors do most of the teaching in this department. Having a broad and ripe experience in handling classes, their work is of the highest order.

V. UNION COLLEGE OF LAW.

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EDSON S. BASTIN, M. A., Professor of Botany.

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Hon. HENRY BOOTH, Dean of the Law School, and Professor of the Law of Real Property.

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No. 12 Plain Street, Albany, N. Y.
A FLEA FOR ENGLISH LITERATURE.

It seems a strange thing that our educated and patriotic American people should need encouragement and exhortation to read the writers of their own mother tongue; but apparently they do need it, and more, perhaps, than college students. Many people without a collegiate education who have literary taste, and have not a smattering of four or five foreign languages to divert their attention from their own, become acquainted with the beauties of its literature. But college students, overwhelmed with the number of subjects they take up in four years, newly entering the field of research in most branches, have little time or thought for anything so modern and common as English literature.

But is not this a fault both in the course and in the students? Few scholars are so fortunate as to get time for general reading after they have left school, and entered into practical life; and to wait until we are men and women to form a taste for the standard English seems absurd to say the least. Of course, college graduates are supposed to have read Homer and Virgil, Demosthenes and Cicero, Xenophon and Caesar, and many other Greek and Latin classics, and generally they do not disappoint the expectation. They have spent years in acquiring this knowledge, and would be most happy to display it; but, unfortunately, there are not many people outside of the professions who care about these ancient authors, and who would rightly appreciate a graduate's attainments if he displayed them. He is more apt to meet with people who could talk intelligently about Shakespeare, Addison, Burns, Macaulay and other celebrated writers; but if they meet with him in a spirit of corresponding intelligence in their listener, they will naturally give up the conversation in some disgust at finding a college graduate almost totally ignorant of the classics of his own language.

In common phrase we speak of the classics, referring only to the Greek and Latin authors; but this is the same estimate in speaking that we make in our reading, assuming that nothing later can be so well worth our study. Have we not Shakespeare, unrivaled among dramatists of any age or country, unexcelled in eloquence and eloquent by Demosthenes or Cicero, and our own majestic Webster; Addison and Johnson, keen and witty delineators of times in which we should be more interested than in the age of Juvenal; Spenser, Milton, Burns, Wordsworth, Byron and others, forming a cluster far more brilliant than the united grandeur and beauty of Homer, Virgil and Horace; Macaulay, Hallam, Motley and Bancroft, whose histories are of far more importance to us than accounts of conquests of barbarism or retreats of armies? All these we have, and hosts of other writers who would well repay our study; but our own authors must wait until we have read the masters in Greek and Latin, and then, if we have time, we shall have their turn.

Surely I am not so narrow as to wish to banish Greek and Latin from a college course, for they are essential to a good understanding of our own language, and to a liberal education; but are they not carried too far? A few favored persons who expect to lead a literary life can afford to spend a good many years on the literature of other nations; but the vast majority of people have their own way to make in the world, and that by hard, unremitting toil, with little time for relaxation or improvement of mind. To them, perhaps, will be almost wholly lost the vast field of English literature, from the failure to form some acquaintance with it in their school days.

I wonder if college graduates, after they have mingled with the world a while, do not see some regrets that they did not spend their seven years devoted to other languages in gaining some knowledge of our own great characters and their works.

It is a favorite saying that we have acquired almost everything from the ancients. To properly understand our own language, government, history and literature we must go back to Greece and Rome. But the world has arrived at such an age now that it is rather a formidable task to go back to the first sources of our power, and few people, in the brief career allotted to man, can expect to study the history of civilization for two or three thousand years. No one would pretend to say that English history is not more intimately connected with American affairs than Roman history, or that Shakespeare has not had more influence on the language and literature than Homer. So if we must choose between the ancient and modern, should we not select the latter as being more closely united to our interests? This is a practical age, and we see, or should, be practical people. A knowledge of English and American history is indispensable to a fair and just estimate of political questions, which, certainly, a people governing themselves should be qualified to form. But how few have this requisite knowledge! Moreover, good, pure bread is an article in our day, and the only way to get possession of it is to become familiar with such writers as Addison, Macaulay and Irving.

The great argument of the practical benefit to be derived from Greek and Latin as a mental discipline, is a favorite one, and has much force in it, as this is a benefit claimed for mathematical and philosophical studies, as well as linguistic, we should not be too particular about this point. Nervous diseases are becoming frighteningly prevalent among American people, owing to their constant mental activity. If we would strive more after composure of mind, and less after such great activity, we should have longer and happier lives.

Probably more students injure their health by worrying about the things they cannot do, than by the work that they are doing, and this strain is continually increasing. Formerly sciences were almost neglected, but now they are taking a prominent place in education, and rightfully, too, for in a practical and inventive age like ours, they are of the utmost importance. Another thing which is now considered essential is the study of modern languages, and that seems to be one of the things we cannot altogether avoid. But people cry out, "Oh, ignorant, not to know anything of modern languages and their literature, and then the metal discipline derived from their study." But, as in regard to Greek and Latin, I think we must make up our minds to choose, to some extent, between them and our own tongue. It is certainly impossible for most people to acquire as much knowledge of Greek and Latin as they have been expected to, and at the same time, in some way or other, to become conversant with our own language and literature.

If we venture to suggest an enthusiast in the study of languages that the finest works of all nations have been translated by accomplished scholars, so that we need not be wholly deprived of them, even if we have not spent months or years coming declensions and conjunctions, he replies, "Oh, but you cannot get the spirit of the original in that way." I wonder that the spirit of the departed author does not rise and confront many of these professors with the plain facts of the case. Homer appears more powerful to the average student who, by dint of hard toil, succeeds in extricating a few thoughts more or less mutilated, or to the thoughtful reader of Bayard Taylor's translation of Faust, Longfellow's of the Divine Comedy, and many others less celebrated, but still vastly superior to most work done in the class-room, the same question might be asked.

However, the blame of neglecting our standard authors
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is not wholly due to the study of other languages. It is true enough that most people have little time for reading, but too much of the time they do have is spent upon modern literature and periodicals. There are hosts of books published every year which would never be read, if everyone would follow Emerson's rule of not reading a book until it is a year old. Many of these publications have a piquant and not a few of them a very popular character. People do not have many others of which they do not have enough merit to spend the test of time. Then the vast number of papers and magazines now published are constantly drawing our attention from more valuable writings. There is such an anxiety among many persons to be "up with the times," that they read almost everything in current literature, without thinking whether it will add to their general culture or to their stock of useful information.

Much can be done, therefore, toward increasing our knowledge of the English classics, if we have the desire, and rightly improve our time. But an education is not complete which does not devote some time to the careful study of at least a few authors. Certainly in the High Schools our own language should take precedence of all others, but many students are prepared for college without any special study of English literature, and during their course have perhaps a meager term to go over this vast subject. Most colleges are deficient in this respect, and the only way to remedy the defect, apparently, is to require less of other languages, and have a good course in English optional, so that students will at least have an opportunity of informing themselves about the history and literature of their own nation.

E. H. L.

"THE AESTHETIC CRAZE"

In these days, when all things have grown "Wildly," aesthetic, one must be gifted with the pen of a ready writer to express in easy, flowing terms the beautiful; one must be gifted with the eye of the beholder to behold in all things that which is lovely, ennobling. We com- mune, practical mortals, alas! see things to which we are not pre- pared. We do not live in that world of illusions whose atmosphere covers with a filmy veil of beauty that which is coarse and ugly. Utility and beauty are not synonymous; a thing may be both beauti- ful and useful—and, indeed, there is a certain beauty in the utility of an article—but the one term is not equiv- alent to the other. That which is useful is not always beautiful; that which is beautiful is not always useful; and, not a stretch of the imagination can turn it into "a thing of beauty and a joy forever."

The thought has been expressed by the aesthetes, viz., in art, thought and feeling may be more finely refined and aesthetic, there must be inculcated in children, from

that there is a practical side of life, and a poet is but a
man after all.

This is a world of beauty; but as far as the east is from the west, so far removed are some things in life from beauty. Reading Victor Cousin's lecture on "The Beau- tiful," there cannot but be awakened in a thoughtful mind the idea, not only of a physical, but of a moral and intellectual beauty, the thought of beauty in its highest and purest. But in these sunflowers day, beauty is but deco- rative. The thought of the beautiful is centered in an un- angrily stoked, painted on a still more uglily vase, or a staring sunflower; "or," says one of our exchanges, "in all that is ugliest."

The exchange is too sweeping in its assertions (papers usually are), but the idea of the aesthete of to-day seems to be the revival of decorative beauty, not of beauty in its highest; the adorning of all things common- place; the embroidery of Great, William Godowsky, Gustavus Adolphus, Henry VIII, men who incantated the history they have created, is of more real value in education, than a study of any of the characters of fiction. For they teach both what has been and should be.

Whenever a young woman, by the power of her imagina- tion, has really grasped a noble character in all its length and breadth, she has learned a lesson which will be of benefit through all the years of her life, not only as a pleasant thing for memory, but also as a guide in the actions of life. This is not an easy thing for the student to do. How many study volume after volume, and when a few weeks have passed, and the dust has gathered on the covers, they have little or no impression left of what they once thought they knew. This is not gaining knowledge in any sense of the word, it is merely an empty mockery, a waste of precious time. When you have studied a lesson, think not what you saw on the printed page, but what was put into your mind. As one has said, "Count yourself not to know a fact when you know it took place, but only when you see it as it did take place."

The value of the reading done by students is under- estimated. When, in the preparation of a debate or an oration, we have read entirely through a subject, follow- ing every ramification to its very ultimate, we have done far more than simply to prepare yourself for a literary exercise; we have taken a step in the formation of a right habit of reading. We have read with a purpose; we have read on a definite topic; and we have read with interest.

Our circumstances, as students, not only lead us to read rightly, but enable us to do a large amount of reading—large compared with what others do, and

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Not only to the author, but also to the scholar, the training of this faculty is of the greatest importance.

Poetry, romance, and all the fictitious writings have their value in the training of the imagination. Here this faculty is exercised more than in any other depart- ment of literature. Romance means as little an ideal world into which the reader is introduced, and, for a short time, at least, the characters portrayed are more real than even those of actual life. Because this is the tendency in reading life, the reader is encouraged to discriminate carefully between that which is beneficial and that which is injurious. By far the most useful exercise of the imagination is when it joins itself to realities. It is not necessary to turn to fiction and romance for pictures of human character to give pleasure and elevate the imagination. A study of the noted characters of history, for instance, the Great, William Godowsky, Gustavus Adolphus, Henry VIII, men who incantated the history they have created, is of more real value in education, than a study of any of the characters of fiction. For they teach both what has been and should be.

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Our circumstances, as students, not only lead us to read rightly, but enable us to do a large amount of reading—large compared with what others do, and
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large compared with what we will do hereafter. Experience has shown that the reading done during the four years of a college course is the most valuable of an individual's life. Few of us, however, act with this fact in view. It is inherent in the nature of man, to do simply what he must, rather than what he can. This has led students to neglect the additional work that might be done, in the way of reading. And another mistake, common to all, is in the neglect of present opportunities for becoming familiar with the masters of the English language. We delve ourselves with the belief that when we are no longer burdened with college duties, we will turn to the subject of literature, and, finally, we have time and strength, as we may not have again.

Nor need the absolute amount of our college reading be small. There are many students who desire to read the greater portion of the books that are more suitable for the active business of life, we will have very little time for polite literature.

We would emphasize, therefore, the importance—of reading, for that is conceded by all—but of reading while we have opportunity. Now we have college and polite literature at our disposal; our business, so to speak, is in this direction; we have incentives to reading in the questions started in the class-room, and in the preparation of the various literary exercises which devolve upon us; and, finally, we have time and strength, as we may not have again.

No rule can be laid down for guidance in this matter; each one must be governed by his own tastes and surroundings, though it will probably be found, that no plan of study which will enable us in our reading, by the studies we are pursuing; we will thus have the advantage of more concentrated and definite work at any one time, and of a more varied and complete whole.

Acius.

Washington supper.

The evening of the 23rd of February saw a goodly company of students from the University of Chicago, with a fair sprinkling of Professors and Alumni, assembled in one of the parlors of the Palmer House. They had come to celebrate the birthday of that great man, George Washington, and their hearts were overflowing with joy because of his birth—a joy augmented doubtless by the prospect of a good supper and a feast of wit afterward. From time immemorial this assembly had gathered in the parlors of the University, and when, in the course of time, supper was announced, had gorged themselves to the very gills with huge plates of the best dishes available. Every year the students, by a majority of the faculty, had voted that the day be kept up to the honor of the nation's first President, and that the students should provide a fitting tribute to his memory.

The supper was announced for half past eight, and by a quarter of nine (all being seated), and the demoralization of good behavior had commenced. Four of Freeburg's men, stationed in one corner of the room, supplemented with cornet and violin the pleasant music of knife and fork, and merry laugh. Then, when the freshman had coaxed into his mouth the last drop of cream from the saucer, and the senior had brushed the last crumb from that noble moustache, the President, B. Seaman, arose and introduced the intellectual feast of the evening.

He spoke of the object of this assembly, and, in looking over the year past, noticed the changes which had occurred; “that some are here who then were not, and some were gone who then were here.” “Yes, there have been joys and there have been sorrows; there has been merry laughter and there have been tears, and the greatest pleasure that we derive to-night is that, in looking over the year, events which seemed momentous, now look small, and, better still, that pains which then seemed almost unendurable, now appear trivial and almost ridiculous.” In conclusion, he hoped that when we turned over the scrap-book of our memory and read the page upon which should be recorded the events of this evening, it would be with pleasure.

Mr. F. W. Barber followed, and delivered the senior toast of George Washington. His tone and gestures were in imitation of Swing, and with such success that but few failed to recognize them. He spoke of the impressiveness of such a gathering, “it shows us that there are other interests than private interests, that we are not wholly bound up in self; but that there are ties which are common to all of us.” Rob Ingerson thinks that he never lived with such a man as the George Washington of history, but the speaker thought that such men could be found to-day if a similar crisis should call them out; that George's success lay in the grand combination of the right man with the right time.

The ladies had the next place on the program, and their representative, Miss Aurelia Dexter, told us how the fair creatures used to get their education at the spinning wheel, and that one handed down to them by the Sophomore, the Sophomore which ladies might attend. “To be sure, there was William and Mary College, but there was room only for the William—the Marys were not admitted. The idea that young ladies can do nothing—that every little obstacle is a mountain which they too are too easy to surmount. But the aim of our college is to teach girls is not merely to have the name of having graduated from college, but to strengthen their minds, so that they may live for others and not be ashamed. Mr. C. V. Thompson pronounced Athenaeum's toast. It was an earnest plea for aesthetics. It should be encouraged in America, for here ‘practicality has turned the beautiful out of doors. The finer essences of our being have fled before the breath of the coarser spirit of utility. The two are not incompatible, and Oscar Wilde is striving to unite them. Some of the expressions of his university, if true, are foolish; but as we do not judge John the Baptist by his locust and camel's hair coat, but by his words and deeds, so let us leave him, if he will, to have his hair and part it in the middle, which, by the way, is the only sensible, earnest and artistic fashion—to look at the spirit of the man.”

Miss Myra E. Pollard represented the Juniors. As her toast may be found in full on another page, we will let it speak for itself.

E. T. Stone, from Tri Kappa, gave an account of the development of ambition, “from the first living creature which was compelled to live upon chalk and warm water,” up to the curious forms of ambition exhibited often by students. “We could show how one poly became anxious lest some other poly would devour it, and so made for itself a shell, and how the animal grew so fast that the shell became short and he walked upon the ground like a turtle, and how it threw off its shell and went to the maimed and died, and then worried along a great many thousand years, undecided whether to have odd toes or even toes, and how at last two parties were formed and man became the highest representative of the odd-toed faction.”

C. A. Pratt responded to the Sophomore toast, “Enterprize.” He took as an example of the “true only enterprize” that which has assembled to commemorate to-night; the trials and privations that he endured, and the perseverance he exhibited during the long years of suffering and struggle for liberty. It is true that he was the son of a poor man, and his wife was also not very rich; but of course he didn't marry her for that.

F. M. Larned, of the Freshman class, gave “Our Impressions.” He showed that no one could give an impartial presentation of them but a Freshman. “The Senior is too much impressed with his own dignity, and the miserably contracted mental caliber of the Prof; the Junior is too much abstracted by politics; the Sophomore can produce an impression upon nothing but a class supper; hence it devolves upon the Freshman, who has not yet become so clogged with ideas that he must turn loose in chapel every Friday morning.”

J. C. Everett responded to the Prep. toast, “College Associations.” “Curriculum, better and better; which have their influence, but in connection with these exists a more subtle and powerful factor in the development of every student—it is the influence of his college associates, amongst whom are formed friendships that endure through life, and the oldest college boys will tell you that none are truer, none sweeter.”

Prof. Sanford made a few remarks on behalf of the faculty, and Professor Anderson followed with his usual encouraging account of the condition of the University.

As a good many Alumni were present, Mr. Van- schoek, of '91, was called upon to represent them, which he did very happily. This finished the order of exercises, and as the members passed out of the dining hall, neat dancing programs were handed them. This feature of the evening had been prepared by a couple of Preps. They certainly deserve much credit for it.

A few were heard to ask what those little cards with tassels to them were for, but most of them understood and turned into the club-room, where they enjoyed themselves as only dancers know how until about 1 o'clock.

In Memoriam.

Seldom does it become our painful duty to record the death of school friends and associates. Youth seems the time for active and busy life, with the dark shadow of death far in the distance. But sometimes the shadow draws near; almost to our college halls; and we see one name (or another) appearing among those who are sad to say that even young may have to wrestle with the grim destroyer.

On Friday, Jan. 27, Miss Cornie B. Gazette, died of quick consumption, at her home, on Michigan Avenue. Funeral services were held on the following Sabbath, at two o'clock, which were attended by a vast company of sorrowing friends, who came to pay a last tribute to her memory.

Miss Gazette was a member of the class of '81; coming to the University in 1877. During the three years that she spent here she was among the very foremost in her class, ever ambitious to do her best in everything she undertook. In the Spring term of her junior year, her health was so impaired, she was obliged to leave the city, and had only a small amount of work to do. She was much benefited by the journey, and at the opening of the fall session we were glad to welcome her back to her old class, but she was soon obliged to leave again, and give up all her work. Miss Gazette was the nearest one who those who were associated with her in the class-room have
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Communications

University of Chicago, Feb. 21, 1882.
Editors of the Volante.

In a previous issue, the Volante has discussed editorially a matter well worthy our careful attention, referring to the recent tendency to organize in our curricula the "roots of the present lie deep in the past." We can better understand the theory and spirit of our institutions, and more worthily discharge our duties as citizens equipped with a knowledge of the past, and especially of the constitutional history of England and of our own country.

To introduce a comprehensive historical course might not be desirable as our curricula are at present arranged. Colby University, for illustration, continues history throughout the senior year. At Syracuse, where the study is made a specialty, it is taken up in each year of the course.

History is studied as to its principles and as to its facts. Of the first and most important, we have an excellent treatment in "Guiltin's History of Civilization," and with this, though not all we would wish, let us be content.

Of the second, we have ancient history, Greek and Roman, but from the broad field of modern history we are shut out, except the English history included in the scientific course. It will thus be seen that our opportunities for studying history, though not poor, are certainly not the best. We willingly leave to the wise of those in authority to decide how the evil shall be remedied. But this much seems clear, that something of English history should be provided for those who partake the classical course. As for the other divisions of the subject, the several courses would probably suffer the least derangement if, in the Junior and Senior years, lectures on constitutional history, the great revolutions of modern times, and the philosophy of history, and certainly such a change would greatly increase the value of our course of study.

I seem to be in a mood just now, Mesers. Editors, nil admirari. Perhaps I look with jaundiced eyes, but he as it may, let me mention some things which do not appear to me most of them, the "eternal fitness of things, as one of the Senators would phrase it. Why is it that, as students, do not give more attention to music—college music, the rousing songs that strengthen our esprit de corps, the jolly songs that help to "drive dull care away," the tender songs that call to mind the "scenes of our childhood"? Where are our old classmates, our choruses, our glee clubs? The faculty, it is true, have emphatically declared against some of the rites celebrated in honor of the tuneful nine; but

How pleasant it would be to meet at our social gatherings, class and college banquets, exhibitions and receptions, to have the attendance of a well-trained glee club or quartet. Here is an opening for the benefactor who will reform our glee clubs, and at the same time find a field of usefulness for the organization when established.

The subject which I am about to take up, I approach with considerable hesitation, from the fact that it lies within a region which it has been my policy to avoid—a region of especial danger because wherever position I take I shall be between two fires and subject to attack from either party. However, approaching with no partisan feeling and merely as a spectator, I may perhaps be permitted to express the opinion formed after a careful examination of both camps. To drop the figure, cannot our literary societies cooperate? They are evidently as well fitted to work together as the two blades of a pair of scissors. One has the beauty of the college, the other the gallantry; one has the literary strength, the other zeal for the good of society; the first has the program, the second the audience. One society furnishes the literary program for the Washington birthday celebration, the other the program for junior exhibition, the entire staff of the Volante; while the other, relieved of all extraneous duties, gives her undivided attention to the maintenance of society, and succeeds admirably.

Those reasons, together with others hitherto advocated such as the increased proportion of resident students, who, as a rule, can devote less attention to the literary work required in class essays, chapel orations and class exhibitions lead us to the deliberate but emphatic opinion that to accomplish the most good and to advance the interests of all, the literary societies should work together.

I have not said that they should unite. The respective leaders of the societies do not entertain such a degree of tenderness in affection that if they fell upon each other's necks it would be to embrace. But, if, from the more kindly feelings which should preclude the approaching separation of the social sciences, they can extract enough brotherly love to consummate a compangement, they could transmit no better inheritance to their successors.

Now it is not to be supposed that either society will readily consent to give up its name and traditions, and to obviate this difficulty we would respectfully submit the following plan: That, preserving their names and independent existence, the societies unite in their meetings, presided over alternately by the

During the greater part of the present school year, the visitors at the Bulletin Board have had their attention attracted by a framed announcement of the offer of Bullock & Grumow to give to the one who should pass the best examination in the theory and practice of the microscope, one of their $110 microscopes completely fitted for use. The contestants were limited to the members of the Senior class in any regular college of the city of Chicago.

We saw the announcement. It was read and re-read. We knew of only one in the class of '79 who had a chance to win it, and he was too modest to promise as he would have made the trial. There seemed to be the more reason for this modesty when he said that he had never made a specialty of this study, but had learned what he knew of it incidentally, as using the microscope in his other studies.

Time ran along, and the day for the examination arrived and passed by, and the school had of the fact was the next morning in chapel, when Prof. Bastin arose and gave us a most agreeable surprise by stating that Mr. Brown had won the prize. The competitors were from the following colleges: One representative from Chicago Medical College, one from the new Homopathic College, one from Cook County Normal, and Mr. Brown, of our University.

The University of Chicago "vaunteth not herself, is not puffed up," but we feel an honest pride in the character of the work done here. In addition to the prize just mentioned, which was the highest offered, the present Senior class numbers among its members the orator who bore off the first prize at the recent inter-collegiate oratorical contest. That the standard of our work and the nature of our training will compare favorably with that of other colleges, is shown by the fact that wherever we have competed with other institutions we have taken high places.

For our success in the present instance, special credit is due also to our thoroughly scholarly and scientific instructor in the natural sciences, Prof. E. S. Bastin.

Personal—Anyone knowing the address or present whereabouts of Martha Billings, the first information that is rewarded for reporting the same at this office, or the Ladies' Department.

"Clothed with mercy; O live sweet,
Will eternal friendship be..."
respective Presidents; and to maintain the interest, that when one society furnishes the presiding officer, the other furnishes the program. Such is a rough outline of the plan for a union which I think will be found as feasible as it certainly will be advantageous.

I remain, yours,

Martha Billing.

PERSONALS.

80. Thomas Phillips graduated from Hahnemann Medical College, Thursday, Feb. 23d. He contemplates locating in this city.

81. Forward graduates from the Law School this spring, and expect to go out to the deserts of Dakota.

82. J. W. Dickerson, formerly of '83; but who is now a junior at Rochester, N. Y., was back for a few days the last of the month to attend the wedding of his brother. He was cordially welcomed by all. Will was popular during his stay here.

83. E. Persons, who went to Union College at the beginning of this term, writes that he thinks he can do better at Chicago University, and will soon be back.

84. The class of '80 had a gloom cast over it by the intelligence that one of its members, Franklin Heard, had met his death by suicide, Feb. 15th, at his home in Indiana.

85. E. Ridges Anderson has recovered from his sickness, and is in school again.

86. Miss Lucy White, who is at Hahnemann Medical College, gave us a call. We are always rejoiced to see any of the old students.

87. Miss Browning gave us a call; visiting several classes during the day. Come again.

88. C. F. Brown took the $100 prize microscope offered by Bullock and Granow, for the best examination in the theory and practice of the microscope. Examination was held February.

F. A. Helmer, '81; T. C. Van Schaack, '78; E. E. Felsenthal, '81; J. C. Hopkins; A. Gardner, '73; R. B. Twiss, '78; W. Gardner, were at the Washington Supper Banquet at the Palmer House, February 22d.

89. A. W. Fuller came in to hear the juniors recite in Demosthenes a few weeks ago. We are always glad to see our old friends, even though it chance to be on Monday.

79. We notice by the last "Standard," that the Rhetorical Society at Morgan Park is prospering finely under the leadership of S. J. Winegar, an alumnum of this institution.

Also, that there is to be a new paper started, called "The Hebrew Student," conducted by Prof. Harper, and printed by E. B. Meredith, who is also an alumnum.

McElwainy, formerly of '84, is with a wholesale grocery house in the city.

LOCALS.

"I know it."

"That is my intuition."

Martha is still a mystery.

How are the mighty fallen!

Where is the land of Mongol, Mr. Stone?

The seniors are agitating the subject of class pictures.

Prof. Griffith has commenced his lectures on elocution for this term.

Girls are only the connecting link between the brute creation and humanity proper.—Talbut.

For those who send communications to the Volante, we must repeat the old, old story—write only on one side of the paper.

In addition to the electric hour bell, President Anderson now has electric communication with the various Professors, and an electric bell has been provided to summon the janitor.

This issue of the Volante was delayed by the absence of the cut of the University which graces our first page. It will be noticed also that the Exchange Department has been crowded out.

Where has the Junior exhibition taken refuge? We hoped for it many noble things, many things good, many things profitable; but when the Junior is consulted, the answer is a peal of merry laughter, as if to reproach one's credulity.

"THE STUDENT'S SOLLOGY."

To vaccinate, or not to vaccinate, that is the question. Whether it is nobler, on the arm, to suffer the scrapes and scratches of the ivory point, or to take arms against this vaccination, and by opposing, end it? To vaccinate arms, and the thousand friendly grabs of which we are in dread. 'Tis a consummation devoutly to be wished.

"M."

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