THE VIDETTE.

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Slowly the hour hand
So slowly that no one
To see it move! slow
The painted ship a
Sails out, seems not
Yet both arrive at
The slumberous w

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Midnight! the output
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The Vidette.

VOL. I. IOWA CITY, IOWA, DECEMBER, 1879. No. 3.

Literary.

Slowly the hour hand of the clock moves round; 
So slowly that no human eye hath power 
To see it move! slowly in shine and shower 
The painted ship above it, homeward bound, 
Sails out, seems motionless, as if aground; 
Yet both arrive at last; and in his tower 
The slumberous watchman wakes and strikes the hour, 
A mellow, measured, melancholy round. 
Midnight! the outset of advancing day! 
The frontier town and citadel of night: 
The watershed of time, from which the streams 
Of yesterday and to-morrow take their way 
One to the land of promise and of light, 
One to the land of darkness and of dreams.

O river of yesterday with current swift 
Through chasms descending and soon lost to sight, 
I do not care to follow in thy flight 
The faded leaves that on thy bosom drift! 
O river of to-morrow, I uplift 
Mine eyes, and thee I follow, as the night 
Wanes into morning, and the dawning light 
Broadens, and all the shadows fade and shift! 
I follow, follow, where thy waters run 
Through unfrequented, unfamiliar fields, 
Fragrant with flowers and musical with song; 
Still follow, follow, sure to meet the run 
And confidant, that what the future yields 
Will be the right, unless myself be wrong.

Yet not in vain, O river of yesterday, 
Through the chasms of darkness to the deep descending, 
I hear the sobbing in the rain and blending 
Thy voice with other voices far away. 
I called to thee, and yet thou would'st not stay 
But, turbulent, and with thyself contending 
And, torrent-like, thy force on pebbles spend ing, 
Thou would'st not listen to a poet's lay. 
Thoughts like a sudden rush of wings, 
Regrets and recollections of things past, 
With hints and prophecies of things to be, 
And inspirations which, could they be things, 
And stay with us, and we could hold them fast 
Were our good angels—there I owe to thee.

And thou, O river of To-morrow, flowing 
Between thy narrow adamantine walks, 
But beautiful and white with waterfalls 
And wreaths of mist, like hands the pathway showing
I hear the trumpets of the morning blowing, 
I hear the mighty voices that calls and calls, 
And see as Osian saw in Morven's halls, 
Mysterious phantoms coming, beckoning, going! 
It is the mystery of the unknown 
That fascinates us; we are children still, 
Wayward and wistful; with one hand we cling 
To the familiar things we call our own, 
And with the other, resolute of will, 
Groping in the dark for what the day will bring
Longfellow.

HISTORY OF THE ZETAGATHIAN SOCIETY.

CHAPTER II.

BY JOHN P. IRISH.

The first Zetagathian Constitution has a preamble which will bear reprinting,

WHEREAS, Progression is the great characteristic of the age, and learning and intelligence are becoming universally diffused, breaking down the barriers of ignorance and superstition; we, students of the Iowa State University, thirsting for knowledge and seeking our own good in that of society and having for our object advancement in learning and improvement in morals, agree to form ourselves into an association to be known by the title of the "Zetagathian Society."

The constitution born into the world under that preamble bears the signatures of about fifty members. It was eighteen years ago,—twenty per cent of the names there written are now carved on grave stones.

At the first meeting the following officers were elected: Carey R. Smith, President; J. C. Rutan, Vice President; George Brant, Librarian; Julius A. Smith, Sergeant-at-Arms.

A tax of ten cents was levied to buy books
for the recording and accounting officers, and that was all.

At the next meeting a question for discussion was chosen, and what, oh! Zet. of 1879, do you suppose it was?

"Resolved, That C. Columbus deserves more honor for discovering America than G. Washington for saving it!"

The next meeting was held May 31st, 1861. J. C. Ratan was elected President, R. Totten, Secretary, K. Clark, Librarian, and the Society adjourned until the first Friday in October, 1861, at 7 p.m.

Plaintive parting; some were not to meet again. It was 1861, the first year of the war, which took from colleges North and South the flower of their classes.

October 4th, the Society met, absent K. Clark and J. A. Smith. One to return from his first battle with one arm shot away and his body ploughed with bullets, and the other to be brought to us at the close of one fair day, for a hero's sepulture.

The high spirit of those great days was upon the Society. The next question it debated was, "Resolved, That Lincoln was right in modifying the proclamation of Gen. Fremont." This was decided against Lincoln, when it was discussed.

Note now the change in the style of questions: November 16th, 1861, "Resolved, That Slavery is right and justifiable, and sanctioned by the Bible." The record says, "the judges were unable to decide upon the merits of this debate."

The next debate was upon, "Resolved, That the Indians have suffered more injustice than the negroes from the whites," decided in the affirmative. These same political questions doubtless raised fierce debate for November 29th, there was a relapse and the boys with R. Totten and Ben. W. Clark as chief disputants, discussed "Resolved, That anticipation affords more pleasure than participation." At this meeting it was voted to permit visitors to attend the meetings. The lads were growing vain of their eloquence and wanted to bring their sweethearts!

After groveling, so to speak, in debate until Jan. 3d, 1862, politics broke out again in "Resolved, That a man is justifiable in breaking the laws of his country when his conscience tells him that the laws are wrong." That meant an attack on the fugitive slave law, and it was decided in the affirmative,—the "Higher law" prevailed.

All countries have their folk-lore, their traditions, legends, or stories which the old grandmother loves to repeat to the children about her knees; which the lover tells and the loved sighs over at the lake or fountain—having had its origin in a beautiful but betrayed woman's tears;—which the sober man and woman repeat and believe as a part of the history of their native land. Some of these are sad, others happy. Some of them embody beautiful, noble, even grand ideals—while others are absurd and ridiculous in the extreme.

Longfellow. I think it is, says that a poet can find no richer field for the cultivation of his imagination than among the legendary lore of Spain. And certainly no one can conceive of a more perfect picture of heroic endurance, and child-like faith in a "father's word" than is portrayed in the story of Casilbanca. But the tendency of the times is towards explaining, unraveling the mystery of these tales; and in many cases clearing away, wiping off from the canvas entirely pictures of love, of beauty, of holy passions and emotions; of long sufferings, that have hung in "memory's halls" for ages. Stories we have believed, almost known for truths have been thus torn from us.

The story of Beatrice Cenci is one of these. As the story goes she was a beautiful Roman girl of sweet sixteen. She had a cruel father, she was imprisoned in a dungeon in Rome. A false confession was wrung from her by torture most brutal. Her innocent head was chopped off, and her innocence vindicated when it was too late, by a dying brother. D. N. Richardson says, in writing from Rome of this picture, "Here—In front of which the floor is much worn here in the room's Bearece. People a walking, and gazing, we long. The old mas to an fro as with a: and of Guido, the plain, poor, persecuted, this is not Beatrice's freak. Her e costume, but pure is not Guido's, for h after the death of po torn down.

We did believe: William Tell and b that apple off that it nothing of the; but it is heard only men and Hindoes.

Satire in its anus ing a thing, is doing general faith in ma sad legend of Nor for in the Woods. An ample:

The "pa" and "ma" stand on each side of the foot. And the dying words:

"Now think tis Your aid, and Be kind to those.

When our toe

"Pa" and "ma" b thinks of the horrid himself of the property. He at last them a horse back into woods. He does it:

"From that mone of the wretch w But passed all the In wandering at

Our own country! It is too new, and long along with the life, to indulge beyond the mere fac except it might b—but what little we ha "trustful public" is a publie.

The story of the It to many a believ and explained; but us, for she did mar presented at the English longings for her father.

I don't know, but us before long that t and that therefore fre.

The story which we the patriotism in ev Pritchie who waved of the rebels at Pr true.

Oh, woe is us! Our are becoming a people lies—with nothing b leal facts.

The Vidette.
floor is much worn by many a myriad footstep—here in the room’s best light hangs the world-famed Beatrice. People are coming and going, and standing, and gazing, wondering and adoring all the day long. The old masters are as nothing—passed by to and fro, until without merit to see the master piece of Guido, the plain, deep unspeakable face of the poor, persecuted, murdered Beatrice.” And yet, this is not Beatrice Cenci. “The face is a mere artists freak.” Her costume is not the Roman prison costume, but pure Egyptian style. And the picture is not Guido’s, for he did not live at Rome until after the death of poor Beatrice. Thus this story is torn down.

We did believe in the nerve and confidence of William Tell and his boy. And that Tell did shoot that apple off that boys head; but they tell us now that nothing of the kind is found in Swiss history, but it is heard only in the home tales of the Northmen and Hindoos.

Satire in its amusing and ridiculous way of telling a thing, is doing much towards shaking the general faith in many of those ancient stories. The sad legend of Norfolk, of the unfortunate “Babes in the Woods.” As told by Injolity, is an example:

The “pa” and “ma” are both sick and the “babes” stand on each side of the bed, and the false uncle at the foot. And the “ma” says to her brother in dying words:

“Now think’tis your sister invokes
Your aid, and the last word she says is,
Be kind to those dear little folks.
When our toes up are turned to the daises.”

“Pa” and “ma” both die, and the false uncle then thinks of “the how” and “the when” he can rid himself of the “babes,” and come into their property. He at last conceives of the idea of giving them a horse back ride, and leaving them in the woods. He does it and

“From that moment the Babes n’re caught sight
Of the wretch who thus sought their undeniing; But passed all that day and that night, In wandering about and boo-hoo-ing.”

Our own country is not rich in this kind of lore. It is too new, and the early settlers here had no time, along with their daily hardships and struggles for life, to indulge the imagination with anything beyond the mere facts and figures of every-day life—except it might be their gloomy ideas of religion. But what little we have is fast fading away. The “trusting public” is becoming a distrustful, inquiring public.

The story of the Indian princess, that was taught to many a believing school girl and boy, is denied and explained; but yet a little of the poetical is left us, for she did marry an Englishman, and was presented at the English court. But she did not die of longings for her father’s wigwam.

I don’t know, but I fear that learned men will tell us before long that George really had no hatchet, and that therefore he never cut down that favorite tree.

The story which we all believed, and which stirred the patriotism in every heart, of the heroic Barbara Ferchon who waved the Union flag in the very face of the rebels at Fredericktown—they tell us is not true.

Oh, woe is us! Our folk-lore is vanishing. We are becoming a people without poetry, without belief—with nothing but plain, stern, positive historical facts.

“The Devil in Literature,” a lecture given by Prof. Eggert, at the Unitarian Church, Sunday, Dec. 7th, was listened to with great interest by a large audience. Many Students were in attendance. The Prof. was in one of his happiest moods, and treated the “Devil” honorably, reasonably and interestingly. We will not attempt even a synopsis of his tread of thought. Suffice it to say that, we believe it a good plan to establish series of lectures to be given by the different Professors. We want to see what they can do, and show to us representative samples of the men and women, in whose image they wish to fashion us.
Personal.

Moung Edwin is lecturing in the east.
Lucy Bixby is teaching near Riverside.
John Evans was in town a few days ago.
Jennie Hanford, '82, is teaching at Shellsburg.
H. A. Hollister, principal of Masonville school.
C. A. Miller is county superintendent of Jackson County.
Lela Flemming is teaching this year in New Hampton.
Prof. Parker recently lectured at Solon. Highly spoken of.
'78. Geo. W. Miller, farming near Manchester, is married.
Fred Merrit has entered the school of pharmacy at Ann Arbor.
Carrie Mordoff abandons school this year an account of ill-health.
J. P. Jackson, of the Law Class of '79, is practicing in Oskaloosa.
W. T. Frazier is studying law in his father's office, at Nevada, Iowa.
Hattie and Lizzie Hoag are enjoying life at their home in Manchester.
Class '79. Geo. W. Dunham is practicing law at Manchester—doing finely.
Rosa Cowgill's friends regret that she was obliged to leave school before examinations.
Alice Clarke, who teaches in the Muscatine schools, will spend the holidays at home.
C. E. Grimm was in town a few days ago visiting friends. He does not expect to return to school any more.
James D. Brennan, former member of Class '80, is now married and gone to Kansas as a surveyor. Good luck, B.
Married.—At the bride's home, in Iowa City, Mr. L. C. Johnson, of Decorah, to Miss Carrie V. Holmes. We congratulate the happy pair.

Ella Broomhall, who is teaching at her home in Muscatine this year, has been seriously ill, but we are glad to learn that she is convalescent.
Ada Gaston, '81, is an applicant for the position of Engrossing Clerk of the House of Representatives, the place she filled the last session of the Legislature.

Scene—Room of Mental Philosophy Class.
Recitation of lesson on Time, its definition and attributes.
Mr. S. (reciting): "When engaged in very absorbing pursuits, we frequently lose all idea of time."
Prof.: "As, for instance, in studying your mental philosophy lesson?"
Mr. S.: "Yes, sir; although, perhaps, we didn't lose all idea of time in the preparation of this lesson."

Prof. in History "Are you sure you are right in that statement?"
Mr. W. "No sir, I am not sure."
Prof. "Well you are right."
Mr. W. "Right about which, the statement or that I am not sure?"
Prof. "The statement, I referred to."
Mr. W. felt relieved.

(Society Hall.) Mr. W. "Mr. President I do not—"
Mr. P. "I object. The gentleman has had two speeches already."
Mr. W. "Well, Mr. President, I don't wish to make any remarks, I only want to state a few facts."

Prof.: "Mr. C. you may take the next topic."
Ans.: "I believe he (Pope) was born in 1688 and died about 1835." Then the class was rebuked for disregarding the Golden Rule, and every member tried to look as if he had not laughed.
Editorial.

It was once remarked with some degree of truthfulness by a graduate of the University that no student ever left the school without first having learned to play billiards and drink beer. This was a good while ago before the authorities have secured the permanence of the institution sufficiently to devote much time to the wants of the students. But after a while they discovered that the students would have amusement and in many cases were not indulging in those of an entirely innocent character and began searching for means of averting this tendency. After noticing many schools which had the reputation of sound morals and healthy temperate students, and invariably discovering that such schools had furnished means for innocent sports, they reasoned that all that was necessary to restrain students from amusements lowering in their tendency was to furnish means for those at once healthy and elevating. Strongly impressed with this idea they founded the Gymnasium. Experience has shown the wisdom of the vast outlay of funds and probably no feature of the school reflects so much credit upon its managers as the masterly manner in which they have provided for the proper amusement of students. The student no longer hears anything of the "ivories" except as some Prof. refers to them to explain the elasticity of solids or the transmission of force; and the Great Western has lost its former position as main ally of the school. But its good influence has not been limited to the students. Outsiders and visitors have been heard to give utterances indicating that holy thoughts had been suggested by its grand proportions, and the inextinguishable laughter which formerly belonged exclusively to the Gods has oft descended upon mortals as they gazed upon it in wonder. But there are many who have complained that the University is not managing the public money properly when it thus recklessly expends it on things which only tend to the health and enjoyment of the students and suggest that there are many ways in which it could be more profitably used. For instance, there is room for several stone walls which would use up much of the funds, also there is yet room for several partitions in the central hall and some doorways which might be changed without making things much more inconvenient. Also a row of gas lights would be a good thing along the back side of the campus, and several boring holes could be cut in the chapel and Heliostats purchased. But we think that these things are all suggested by those who would grumble at anything and if the real sentiments of the tax-payers were known they would fully approve of the action of the University. The time has gone by when no provisions are made for the physical as well as the intellectual condition of the students and the University keeping fully up to the times, offers to all students the best advantages in each direction. But still there is a limit where the University must cease to look to the physical well being of the students and in view of late developments we fear that in planning for this the managers may be lead to overlook the higher interests which the University represents. We understand that, not contented with the efforts in the line of a Gymnasium, there is talk of renting a part of the
river-bottom which on account of sand and yearly overflow is useless for any other purpose, as a play ground. While this would prove gratifying, no doubt, to many, still it seems as if there might be danger of attracting the minds of the students from their studies and at the same time give still more color to the charge of reckless use of public money. If the University feels able after paying for the partitions in Central Hall and buying the Heliostadt to stand a further drain upon her finances we would suggest that the loss of one of the parallel bars renders that part of the Gymnasium rather unhandy although it mars its beauty perhaps rather than impairs its usefulness. Also if twenty five cents would be appropriated to get a rope for the swing the action would meet with the approval of the amusement loving students.

"All that a university can teach a man" says Carlyle "is how to read." Whether or no this be literally true it is certainly the practical view taken in the German universitites to-day, and to a greater or less degree in all the leading institutions of the world. The end and aim of the educator seems to be to lead the student into the habit of reading and original investigation. The lecture system has almost entirely superseded the old method of text-book instruction. The instructor lectures; the student takes notes. The information contained in the lecture may not be very great but the whole plan of the study is laid before the student and the library pointed out as the true source of education.

Although such a plan may be impracticable in the small universities, yet to a certain extent the system has grown in favor and the spirit of original investigation, which underlies it, is being encouraged and the time is gradually approaching when more credit will be given in the examinations for original work than for any amount of familiarity with the prescribed text-book. But with the increased popularity of this mode of instruction, the increase in the importance and influence of the library is proportional. That which has so long been an important factor in our educational system suddenly and of necessity appears as the main feature of every institution of learning. It has ceased to be a store-house for literary mummies, and its office is that of a huge machine for the distribution of books rather than of a warehouse for their keeping.

The practical benefit to the student of this tendency of education towards library work cannot be questioned. The mediocrity of valedictorians has, in the past, been too commonly remarked to admit of a doubt that the memorizing system is a failure. While the numerous instances of the success in life of those whom the university has considered poor are proof sufficient that actual ability is not always represented by school standing. It is said of Thoreau that he came from Harvard poor in his standing as a scholar but rich in what he brought from the library. Of Emerson, whose standing in a class of fifty-nine was barely sufficient to admit him as one of the twenty seven to whom commencement parts were given, a class-mate has said, "He was one of the few who made the discovery that Shakespere was very entertaining reading." In fact, in every department of life, to-day the greatest merit is resting with those who, at college, learn to read rather than recite.

The world has recognized that in its decision this is the practical education which the public has so long demanded, and it is for examination by this practical business world that the student must be prepared. His misfortune heretofore has been that the schools have not presented true standards of excellence and high marks have too often flattered him into pursuing a course unpractical and inconsistent with true education, the inevitable result of which has been a mediocre position in life to him, while to many a college course has become a subject of distrust and ridicule. But colleges are recognizing their mistake and with the rest of the world are demanding actual merit. Honors are to be gained less at the expense of prerog. The library students study room his work and high tical assistance to

The first annual the old Symponio wednesday evening, H Hall. On account eder audience w to the Philom then favored with ward after which M cussion upon the merits of the Eng government. Bot Giesler who closed careful study. M form of an inter Vogt; when the a comic declamation he succeeded adm a poem by Mr.He a's Ghost." The represented as v shades of an unobtained confer immediately their ing preparations was pleasantly. After a fine vo which was heartily Byington read th which was perhaps of the progr memory the man placed in '67, an historic period but pleasant acco
at the expense of practical culture than formerly. The library becomes more and more the students study room, originality begins to mark his work and higher education offers him practical assistance to success in life.

The first annual reunion of the members of the old Symphonion Society occurred on Wednesday evening, Dec. 10th, in the Zetagathan Hall. On account of the severity of the weather the audience was not as large as the programme merited. The president, Mr. Saunders, opened the exercises with some very excellent remarks in which he referred to the good work which has been accomplished by the Society in times past and especially censured the action of those who had allowed its individuality to be lost in a coalition with its rival the Philomathon. The audience was then favored with a vocal solo by Mrs. Brainard after which Mr. Lufkin opened the discussion upon the question of the comparative merits of the English and American forms of government. Both his speech and that of Mr. Giesler who closed the disputation, showed careful study. Music again lent its charms in the form of an instrumental solo by Miss. Vogt, when the audience was amused by a comic declamation by Mr. Gilliland in which to advance the better reputation of the Society. This was followed by a poem by Mr. Helmick. It was entitled “Sympos' Ghost.” The spirit of the old society was represented as wandering about, like the shades of an unburied Greek, until at last it obtained conference with the bold Euclid, who immediately thereafter busied himself in making preparations for the annual reunion. It was pleasantly written and well received. After a fine vocal solo by Miss. Congdon, which was heartily applauded, Mr. R. W. Byington read the history of the Society which was perhaps the most interesting feature of the programme. After relating from memory the manner of its birth, which he placed in '67, and some of the incidents of its prehistoric period, he proceeded to a detailed but pleasant account taken from its records.

In the course of the history he had occasion to refer to the beneficial work done by the society and to mention the names of many who were once prominent in its ranks. Among them were J. C. Mathews, E. McLain, John A. McCall, Prof. Preston, Homer Seerley and James Berryhill. To this list might be added with propriety the names of the participants in the evening's exercises all of whom were prominent as Symps, and have since done good service in the upper Societies. As Mr. Clapp was necessarily absent from the City the valedictory was dispensed with and the audience dismissed after an instrumental solo by Miss. Towns. The Society then went into its regular business session after which its members repaired to the banquet hall where a pleasant evening was spent in feasting and recalling the pleasant memories of former days.

THE FRESHMEN AND SOPHOMORES.

Each year adds to the splendid reputation of the University. Each year shows some improvement that has been made. Each year, in the society exhibitions, in the union literary exercises, in the Junior contests, in the contests in declamation, some advance is noted over previous years. It is through this field that the University is known abroad; it is to this advance the better reputation of the University is chiefly due; because only from the platform is it seen by the public. The contest of the second of December is of special interest for the reason that it exemplifies this advance. It is the first in which the Freshmen have ever been allowed to participate, and they certainly comported themselves in the proudest manner. It will be necessary to speak of none in particular except the victors, because around them clustered the interest and lingered the memory of the occasion.

Mr. E. Hughes, though not, perhaps, the possessor of the rugged earnestness of Mr. Haller, or the intense realization of Miss Wilkinson, or the deep, mellow voice or splendid personal presence of Mr. Newman, showed himself well deserving of the prize. His voice, gesture, manner are those of appeal rather than command, and his facial expression was most excellent. Mr. W. H. Cobb, who received Sophomore honors, possesses a fine voice, but rather lacks energy. His style is almost languid at times. It is due him, however, to say that very little dissatisfaction was manifested when he was awarded the prize.

The contest in both classes was very close indeed, and the Judges (Mr. L. Robinson, Mr. O. H. Brainard and Miss Ida Osmond) were at considerable loss to know who was really most deserving in each instance.
Class '80 have begun sending in petitions to the Faculty, "we do therefore most earnestly adjure and entreat, etc."

A musical Homeopathy has a favorite song, "Joy, joy, JOY, to-day, to-morrow and next day, too." It is all right of course. Both are Medics.

Senior officers for next term are as follows: President, A. C. Kelly; Vice-President, J. S. Enlow; Secretary, Mrs. Lucy Hines; Treasurer, Frank Funk.

The "Greatest effort" of senior life must be made before March 1st. We refer to the "Orations." They must be handed in on or before the above date.

The Senior military lectures given at 4 p.m. Mondays and Fridays, are so spicy, interesting and instructive that quite a number of visitors are attracted to the new armory.

Some students of the auburn-haired, white-skinned persuasion are looking forward to exquisite, philosophical treats in "rabbit hunting" during vacation. Treat the innocent creatures kindly.

Prof. in Astronomy, "Oh, no! you're not coming to it." Mr. F. "We-ell, I was—was trying to come to it." Prof. "Don't doubt that at all, I wasn't speaking of the attempt, I only referred to your success."

The previous marking system grading from 1 to 100 has been changed by action of the Faculty. There are now five grades only viz: Excellent, very good, good, fair, poor. The last taking a second trip.

Elegant Soph. reciting in English Literature.—"The authaw says we may read a sentence of Macauley twice to judge of its full force, but neva'h to find its meaning."

Fair Soph. in back seat:—"What, never?"

A Junior whom we asked for a "few personalities," suggested that an item concerning George Washington might be of general interest. He also offered to look up some jokes in the old newspapers. Evidently some of the editors of former years have "let him into the secret."

Some of the readers are impatient to the "Johnsons is a word not pleasant to read or think of; an abridged dictionary of the old mental discipline.

"He had traveled and therefore, when he vividly described the scene to the visitors from the South, of the Right Hon. a mental Science class.

Chemistry Students—"H-h-gh, ye-e-e-as," I have copper and lead.

Prof. "Are you rich brass mixed with the lead?"

If the astronomy thing you don't know how you may commence talking Dutch, and if that doesn't succeed, a last desperate resource, "I see," at him, that can be "read out" by Reg'lar's, their mental diagnosis of "they meet. Down in the Reg'lar's say "He's a Dutchman," while the boys sit and suddenly aver "I see, he knows it all, don't be afraid of it."

"There is no necessity to put your Histories to the test. Can you lay them on the table, if they are not encouraging to see them?

The Professor must the Professor honor? And if the teacher be correct?"

You're out of fash to a Quartette of 3 or 7, and all the rage. 3 or 7, and Egyptians, but now, Quartettes of mixed, Academical unity scare up one?"
Some of the readers of the VIDETTE object to the "Johnsonese" style displayed. It isn't pleasant to read local items with an unabridged dictionary in one hand and an encyclopedia in the other, but then it's good mental discipline.

"He had traveled extensively in the Orient and therefore, when he was a very old man he vividly described many scenes that happened in the Southern Seas" is the way one of the Right Hon. "Swift to the fronts' of the mental Science class puts it.

Chemistry Student, "You take-ah-copper and—zinc and—no, its—its—" Prof. "Uh-h-h-gh, ye-e-e-as," Student "I rather guess I have copper and zinc a little mixed" Prof. "Are you right sure you havn't any brass mixed with them?"

If the astronomy Professor asks you anything you don't know it is entirely safe to commence talking darkly about "precession" and if that doesn't seem to quiet his nerves, as a last desperate resort hurl "Nautical Almanac" at him, that can't fail to bring him.

The "Reg'lars" and "Homeops" take a mental diagnosis of each other whenever they meet. Down in their inmost soul the Reg'lars say "He's a Homeop, he don't know anything," while the Homeops curl their lips and silently aver "that's a Reg'lar, he thinks he knows it all, don't he?"

"There is no necessity, I guess of bringing your Histories to the class or if you do, you can lay them on my table," is rather discouraging to sensitive natures. What must the Professor really think of Senior honor? And if the student is a true reflection of the teacher, we are rather afraid to draw our stern conclusion.

You're out of fashion if you don't belong to a Quartette of some kind. Quartettes are all the rage. 3 or 7 may do for ancient Jews and Egyptians, but 4 is our sacred number now. Quartettes big, and quartettes small City quartettes, Medic quartettes, Law quartettes, quartettes male, quartettes maid and mixed, Academical quartettes. Can't the Faculty scare up one?

It has been suggested that when the musical member of the Law Class and the Belle of the Town wish to "bill and coo," to talk soft nonsense, and to form a mutual admiration society of two, they should choose some situation more secluded than seats in the dress circle, during a concert, at the opera house.

But, even if this interesting couple desire to make themselves "the observed of all observers," why should they persist in going farther and disregarding at once, the rules of good grammar and good behavior, the rights of others and the dictates of common sense; why should the audience, anxious to hear the music on the stage, be annoyed by loud and incessant conversation?

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LITERARY SOCIETIES.

Our Literary Societies are justly regarded as an important element in University life.

In no proper sense competitors for the time and attention of the student as against the regular work imposed by the Faculty, they furnish a kind of discipline not found elsewhere.

The practice they give in the conduct of deliberative bodies, in the discussion of questions of public or scholarly interest, and in the habit of thinking on one's feet in the presence of an audience has such a practical value that no one is likely to overlook it, who proposes for himself an active life almost certain to be, in some degree, a public one. Whatever may be their defects in organization and plan of work or their failure to live up to their theory and promise they have been on the whole a success from the outset and are now a power which every intelligent friend of the University desires to see perfected, strengthened and enlarged in scope. It is believed by some that a substantial advance could be made in this direction by devoting a portion of the time, say each alternate evening, to private literary exercises, thus combining the advantages of the public and private society. The former is more favorable to declamation and debate. The presence of the audience requires and trains to presence of mind, readiness in thought and speech, power in expression, grace of manner and effectiveness in delivery. But it must be confessed that the desire to get and please large and miscellaneous gatherings is too often the ruling motive in the choice of subjects and the mode of treatment to the serious injury of the work done. Indeed there have been times when there was reason to fear that the Societies would come to be regarded mere caterers for the entertainment and amusement of the University and city public rather than training schools for thinkers, writers and speakers. The private sessions would, in a measure at least, be a corrective of this evil. Its distinctive spirit would be work for the pleasure of work and for the improvement it brings. Its select audience and its opportunity for intelligent criticism from the whole body would favor the exhaustive treatment of weighty subjects, stimulate to accuracy of thought and expression, cultivate scholarly taste and promote literary culture. In addition to debate and declamation, essays would occupy a large place and to these might be added conversations on topics previously assigned and of course carefully studied. A whole session might be devoted to the consideration of a single subject whose parts had been assigned to various members, e.g. an author and his works, a period or an event. If desired the whole work of a term or a year might be arranged so as to carry out some scheme of study, whose fruits would have a permanent value. Some such plan well carried out would, it is believed, give the Societies new vigor and largely increase their value to the members and to the University.

LARGEST BOOK PUBLISHED.—The new edition of Webster’s Unabridged Dictionary, just issued, is believed to be, in the quantity of matter it contains, by far the largest volume published. It now contains about 118,000 words defined, and nearly 15,000 words and meanings not found in any other dictionary. The Biographical Dictionary, just added, supplies a want long felt by the reader and student, in giving the desired information so briefly. Never was any one volume so complete as an aid in getting an education.

Theodore Tilton’s lecture was considered a rare treat by most who heard him. “Master Motives” was his subject, and this “Prince of speech” handled it eloquently. His commanding presence, keen eyes and personal magnetism attract and charm an audience. Whoever wishes to become an orator must hear such men as Theodore Tilton, study his manner and imitate the many superior elements of his individual oratory.
The "Mimograph" is a very useful apparatus. Mr. J. J. Bowles, formerly of class '80, is general agent. Several of the Professors have provided themselves, and, easily and cheaply print a synopsis of topics, or series of questions for their classes. We suggest in utmost kindness that our esteemed contemporary procure one of these, the smallest size, and send its issue forth in very small installments, for fear its subscribers may not be able to stand, all at once, its concentrated force, acute wisdom, flight of genius, logical acumen, keen humour, fierce satire, and sarcasm; no charge boys.

Prof. Currier and Sudlow gave a reception, not long ago, to the Senior class, at the residence of the former. It was a really enjoyable occasion; a rare commingling of soul and reason. Long and pleasant will be the memories of the kind and genial hospitality received upon that evening. The presence of almost the entire class evinced the high degree of esteem it entertains for these two members of the faculty.

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In speaking of a person's faults,
Pray don't forget your own,
Remember those with homes of glass
Should seldom throw a stone.
If we have nothing else to do
Than talk of those who sin,
To be better we commence at home,
And from that point begin.

We have no right to judge a man
Until he's fairly tried.
Should we not like his company,
We know the world is wide;
Some may have faults, and who has none?
The old as well as young.
Perhaps we may, for all we know,
Have fifty to their one.

I'll tell you of a better plan,
And find it works full well.
To find your own defects to cure,
Form others' faults you tell,
And though we sometimes hope to be
No worse than some I know,
My own short comings bid me led
The faults of others go.

Now let us all, when we begin,
To slander friend or foe,
Think of the harm one word may do
To those we little know,
Remember, curses, chicken-like,
Sometimes to roost come home:
Don't speak of other's faults until
You have some of your own.

---

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