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Sapientiam Diligentes

VOLUME II NO. 3

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Two weeks have passed, and another number of the Voice is before us. As editor our path as been pleasant but not easy. Numbers one and two of our second volume as they were read before us, verily made us tremble in our shoes to think of the necessity of following those excellent papers. But fellow members we cheerfully give you our best knowing that you know that practice makes perfect and that this is our first paper, but indeed may it not be our last.

Our Paper is one of the best features of our class work - it is interesting and not only that but it is also one of the surest roads to improvement. Since our last number, we have held two very good meetings. At the first we had some friends with us, Mr. Wilson having brought two gentlemen with him. Let the rest of the members put on their thinking caps and find some young men who would perhaps be eligible as members (if the class thought fit to elect them as such) and invite them to come to one of the class meetings. One thing in reference to new members we think it is necessary not only to get studious members, but also those who will work well with us, therefore, the members should be careful to vote intelligently. At that meeting we heard read the last number of our paper edited by Mr. Hulier? who gave us a somewhat varied table of contents. This is a good idea and we would suggest that our members in the future remember this when about editorial work, trying to make the paper fresh and interesting. We know that "variety is the spice of life" therefore probably it will add flavor to our paper.

The points we will notice in the last class meeting are History and readings. Our history through good and of course instructing, has not been of that benefit to us that it would have been, had we studied it more. Mr. Sawyer's part showed careful work though there was room for further improvement. Let the members try and follow his example -- give their history from memory or at least give without hesitation what they do know, no matter how little. Better a little learnt than much in a muddle. As to Readings Mr. G. H. Beard's selection from the Tribune was very interesting, and leads us to ask for more of the same nature. The newspapers have some very interesting letters and often very useful ones, on all subjects, travel, invention, historical, etc. etc. which would be well worth reading. Now fellow Phi Sigmities think of these suggestions and see if there is not some good to be got out of them. Remember that if we would be great & good we must have wisdom. If we would do good to others we must have enough for ourselves and to spare.

"Thy soul must overflow
If thou another's soul wouldst reach;
It needs the overflow of heart
To give the lips full speech"

Think truly, and thy thought
Shall the world's famine feed;
Speak truly, and each word of thine
Shall be a fruitful seed;
Live truly, and thy life shall be,
A great and noble creed

GLEANINGS

The world is a looking glass, and gives back to every man the reflection of his own face. Thrown at it and it will turn and look surly upon you. Laugh at it, and with it, and it is a pleasant and kind companion.

That thou may'st injure no man dove like be
And serpent-like, that none may injure thee! Cowper

Truth Crushed to earth shall rise again
The eternal years of God are hers
But error wounded writhes with pain
And dies among his worshipper. Bryant

When bad new combine, the good must
associate, else they will fall one by
one, are unpitied sacrifice in a contemptible struggle. E. Burke

Much may be made of a Scotchman
if he be caught young. Don Johnson

A little girl who had received a present
of rabbits, when she went to bed, prayed:
"O God! we thank thee especially
for the wabbits-all but the cargel
we had that before.

IMAGINATIONS

Who does not remember with what eagerness the stories of childhood were welcomed. What a fascination there was, even in the most terrible those which curdled our blood and made our very hair stand on end. The appetite for these is coeval with, if not earlier than, the longings for those "generous slices of bread and butter plentifully spread with molasses; and it continues with more or less force long after the sweet tooth and indeed after all the other teeth are "faded and gone". If Mark Twain is to be believed, and we have always placed implicit reliance upon his statements believing him to be a man of truth and veracity, all Babydom is filled with bright visions of the ineffable bliss which would result from a successful attempt to swallow the toes and even the whole foot of the subject. In this respect Babydom is philosophic in that it attempts to realize the great object of domestic economy namely, to make the two ends meet. But if we cannot remember as far back as to recall our eagerness for tales we can find it from other sources. Many Sunday School books have treated incidentally upon it and as they always tell the truth there will be no necessity for further proof. We will attempt to give the gist of what we have gleaned from them. Grand father or Mr. Noble wants to know if Charles and James and Henry would like to hear a story. "Osin, please to tell us a story" say Charles and James and Henry all together. You will find this in nearly all Sunday School books that touch upon the . It must be true. A Kensid has pictured for us a similar scene as it was in his day. We scarcely need to say we prefer the latter. It is as follows.

"By night

The village matron, round the blazing hearth,
Suspends the infant audience with her tale,
Breathing astonishment: of witching rhymes,
And will spirits: of the death bed call
Of him who robbed the widow and devoured
The orphan's portion; of unquiet souls
Risen from the grave to ease the heavy guilt.
Of deeds in life concealed; of shapes that walk
At dead of night, and clank their chains and
The torch of hell around the murderers
At every solemn pause the crowd recoil,
Gazing each other speechless and congealed.
With showering sighs, till eager for the went,
Around the beldame all erect they hang,
Each trembling heart with grateful terrors quelled."

We have seen a most faithful
the after scene of such actale - an illumination
by the London Etching Club. It is all sketched
portraying a dark and narrow package
in which clustered together are three or four
children creaking along cautiously to their
bedrooms. While one the elder brother holds
the small lamp one high, with wonder fear
and mirth displayed in their eyes as if expect-
ing a mysterious figure to glide noiselessly
from every corner and from behind each door,
to startle them, they slowly and softly creep
away to bed. Have we not done the same, and
after some ghostly story when safely stowed
away in bed suddenly found ourselves staring at
some mysterious shape in which we found a
striking resemblance to the goblins and ghosts
which were still fresh in our minds? Have we
not pulled the bed-clothes over our heads and
finally gone to sleep only to wake up in the
morning and find the goblin still there but presto:
how changed for it was now only a towel or
perhaps that article upon which Hood wrote
sympathetic a song? Now those early impress-
ions linger in the mind! Would that we could
remember the lessons learned in after years
with half the vividness and truth! Now
regardless too was the childish fancy, of
impossibilities and things improbable were no
more of an impediment to it than were the low
roofed house tops of the Grecian cities to the
soaring flight of Mercury when on the missions
of the gods. Perhaps we have been a little too
hasty. We remember reading many, many years
ago the story of a young prince who, presented
by the fairies, with a golden whistle was able by
blowing upon it, to summon to his side whatever
he desired. His hair breadth escapes.

from danger were marvelous and we can still recollect how we held our breath upon one occasion when beset with enemies and all but captured one when brought to his aid a beautiful chariot of gold which he mounted and was borne off triumphant through the air by the milk white winged steeds who were attached. But Prince ____ lost his whistle on one unfortunate day. He was reduced to great poverty and was compelled to sift ashes for a living. Here he had our heartfelt sympathy for we ourselves had begun to taste of the nectared sweets of that delightful occupation at that time. While so engaged his eye one day caught sight of something that glittered among the ashes. He picked it up and what was his joy to find it was his whistle. He blew on it with all his might and the golden chariot and horses came on before and he rescued him from this servitude.

The first skeptical thought in our mind was awakened by the fact that the whistle was uninsured after passing through the fire. We were afraid that all of the story could not be true. We doubted but still continued to read stories and tales. Robinson Crusoe and The Arabian Nights only fanned the flame and led us up to Dickens, Scott, Thackeray, and then to poetry, the grand product of the imaginative, perhaps of all our faculties.

The poet's eye, in a fine frenzy rolling
Doth glance from heaven to earth from earth to heaven.
And, as imagination bodies forth
The forms of things unknown, the poet's pen
Turns them to shapes, and gives to airy nothing
A local habitation and a name.

Thus sung sweetest Shakespeare, Fancy child. The grand old masters of song have led the thought of the ages. Homer, Virgil, Dante, Shakespeare, Most on their mighty pinions have borne upwards the thoughts of men, opened new worlds of existence and taught men to live the intellectual life.

Led by the desire for imagination stimulus we attempt to imitate the tales which caused it. We can all doubtless recollect something of our early endeavors at story telling. How they always commenced with "Once upon a time there was a boy." How rarely it passed the point for here were the Scylla and Charybdes of youthful fancy. If, however, the gauntlet was run what wonderful adventures that boy was forced to undergo making up for their scarcity and the shortness of the story by the wonder of his career. What stories did we tell to ourselves as we grew older—how many are we telling now in the shape of "castles in the air with only ourself as listener and narrator. And yet how few of these bright visions do we realize! The vision such as youthful poets dream are vouchsafed to man but there is only here and there one who can give utterance to his raptures. Thousands, nay, perhaps millions who have gone before us have had the same enchanting hopes of improvement and usefulness—have formed these same resolves to attain those heights which we determine to reach and yet how many have failed and are failing every day. We can surely learn a lesson from this—not a new, but in fact a very old one, but which the oftener we think of the better—a lesson of perseverance and action, and let us bear in mind an old exhortation, not the less true & apt because old.

Let us then be up and doing
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

Time to Laugh

Josh Billings says, " He does not take any risks. When he goes to a mules funeral he stands at the head and weeps.

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One of our lady friends from the country was at the Exposition the other day. She stepped up to the new bysicle (sic) which was on exhibition in the billian (sic) table stand, and folding her hands she exclaimed, Oh! This is one of those new gambling machines I suppose.

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A worm in the chesnut (sic), is worth two in the mouth.

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A man was sitting for his Photograph. The operator said "Now Jim, look kind o' pleasant—smile a little." The man smiled, and then the operator exclaimed, "Oh, that will never do! It is too wide for the instrument."

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A Lady leaving home was thus addressed by her little boy—"Mama, will you remember to buy me a penny whistle and let it be a religious one, so that I can use it on Sundays.

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Reserved seats are sometimes expensive. A Gentleman while talking to a friend on the street, leaned his stick against a window & sat down on the stick. It cost him 19.50.

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Statistics & Facts

The native population of New York only exceeds the foreign by 125,000. There are about 200,000 Irish. 150,000 Germans. 25,000 English. 25,000 colored. About 8,000 each French & Scotch. 2000 Italian, Austrian, Poles, (?). A little over 1,000 each Russians & Hollander in 1870 there were only 12 China men while now it is estimated there are 700 or 800. These figures are largely from the 1870 census.

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Interesting to gas consumers—In Paris, France, gas costs 81c per m, last year the profits on the shares held by the government were \$1,600,000. After which there was enough to pay a dividend of 31%.

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Railroads of the world. The United States has 82,000 miles Great Britain 16794, France 14,000, Russia 11555 Austria 10852 Germany; 17,181 India 6527: Italy 4,815 while Peru Argentine, Republic, Canada Egypt & Brazil have each nearly a 1000 miles.

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About 100,000 seal-skins are taken each year in two Islands belonging to the U.S. 300 miles West of Alaska yielding the inhabitants \$40,000 on an average of \$550.00 to each family of 5 And the government \$300,000 or ¼% of the money paid by the U.S. for the whole of Alaska.

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What Shall the Class Study?

As we are steadily approaching, and will soon reach the end of our course of study in English history. The above question demands a speedy and yet thoughtful answer. And each member will soon be called upon to cast his ballot for the study, which he may wish to be furnished(?): Under these circumstances it may not be out of place, but on the contrary very proper, as was suggested by our last editor, to devote a small fraction of this issue of the Voice, to the consideration of this question, which must be of interest and importance to each and all of the members. It is not our desire to put forward any particular course of study, and try to convince the rest, that it is the one to be taken up. But we wish to place before the class a few of the plans which have been suggested, at various times, by the members, and speak a little of their respective advantages or disadvantages. We say a little, because we have not given any more than a passing glance at each, and so our discussion will be by no means exhaustive.

Our Weekly Meetings are held from 8 till 9:45p.m., lasting one hour and three-quarters. The portions of this time which now is, or rather should be devoted to English history, is the first hour from 8 till 9 o'clock. The rest of the evening is devoted to the critic's report, the paper and such other exercises as are regularly appointed on the programme. We suppose this latter portion of our meetings will continue to be filled with like exercises as it is now, so the question is, what shall we study during the first hour of our session? But when we try to answer it, we see how many and numberless are the studies from which we are to select one. How many the studies which we might pursue with profit, and how difficult the task of deciding which will be the most profitable, especially before we have given them a trial. There is so little that we know, so much for us yet to learn, that it is difficult to tell first what we should learn first, and just how we should set about learning it. He who knows nothing is the one who thinks he knows everything. But he who has attained some little knowledge, when he looks around and sees himself surrounded on all sides by the unknown, but not unknowable, he soon perceives, that though he penetrate as far as he like in any, or in all directions, he can never reach the limit. Though he devote his whole life to study and the pursuit of knowledge, death will overtake him while still following in its paths. We trust that the members of the Phi Sigma are coming to a knowledge of what lies ahead of them and around them; of what they should attain or at least make their best efforts to attain. Some of us are so situated, that we can devote all, or a large part of our time, to studies and indeed to some it may seem as if they could hardly get any time at all. For the benefit and encouragement of these, let me quote a little from a sermon, which some of us heard a short time ago, and which we are sorry was not heard by all. The minister was attempting to show how much could be attained by devoting only a short time each day to useful reading. He said, that if a person were to give half an hour each day to reading, he could in this way read a book every two weeks or oftener. This would be about thirty books a year, and in five years one hundred and fifty. This number, he said, would embrace all the English classics, all the histories, biographies, books of travel and of science that were worth the reading." Just think of that as the fruit of half an hour's reading each day.

Now we as a class have one hour each week to devote to some useful study. What shall it be? Some studies have already been proposed by the members. Let us glance rapidly over them. It has been suggested that we continue the study of history. The importance of this study must be admitted by everyone. It is the history of nations, of men, of science, and things, that reveals unto us the past, full of experiences, experiments, triumphs and failure, and we may perhaps regard the history of nations, such as we have taken up in connection with England, as the basis of those other histories of men's sciences. When we have traced man as a race, and as united and forming nations and communities, we will then be ready and able to study, and follow in his daily pursuits, the individual, and watch the development of the various sciences as they have been evolved from mind and matter, and expanded from

age to age. If we continue the study of national history, as we have been doing, the question naturally arises about what nation shall we study? Should it be ancient history or that which is later and approaches our own times? If the latter, the history of the United States has been spoken of. And undoubtedly it should properly precede that of the other countries of modern times. Both on account of its importance and connection with us personally, and also because of its close relationship to the history we have been studying. If it is thought better to take up some ancient history we think that that of Greece would be the best for us. Its characters and incidents are so often referred to in conversation and books, that, unless we are acquainted with its history, many thoughts and sentences are very ambiguous to us, which might otherwise be as clear as day. And then its history is very comprehensive. In the successive ages we view almost every form of government which the world has known, and converse with some of the greatest warriors, teachers, artists and philosophers that have ever lived. Without doubt its study would add much very valuable information to our stock of knowledge. It has also been proposed that as we follow a nation from age to age, we study more closely its individual men, and their actions, as we go along. This would necessitate our going over the ground slower, but I think the time would be well spent and that the whole history would be more indelibly fixed in our memory. Some of the members, perhaps, think we have had enough of history for awhile, at least as we have been studying it during the last year. If a majority desire a change it will be better to take up something else. For, unless the class is interested in the study it takes up, it cannot expect to derive so much benefit, as it would from one in which it is more interested.

Another member suggests that we devote the time to reading, either history, as Motley's Rise of the Dutch Republic; or some of the English classics, as Shakespeare, or Milton. As we have not had much experience in this method of study, we cannot say how it might succeed if introduced into the class. But it evidently has its advantages, or it would not be adopted by so many classes and circles, that assemble for intellectual improvement. If these readings

were taken up, the members would not have to devote so much time outside of the class to class duties. But we are not ready to admit this as a point in its favor; indeed it may be construed just the other way. It might be well for the class to experiment upon this plan some evening, and then we could better judge what success might follow its permanent adoption.

Chemistry has also been spoken of as a good study to take up. Of course we could learn much in this branch of the sciences, but we fail to see that a knowledge of chemistry is as essential to us just now, as many of the other branches of knowledge are, branches with which we are by no means well acquainted yet. And we must remember, that the experiments, which are the most interesting part of chemistry, would, for various reasons, have to be omitted in the class; and this we are afraid would render an otherwise interesting study, dry and tedious.

Still another plan is to give out a subject to be spoken upon and discussed at a certain meeting or at successive meetings, the members having had time given them beforehand to read it up, and see what they could find out about it. For instance the subject of the French Revolution, or the Crusades, the feudal system, or the Reformation might be given out and one person appointed to find out the causes, another the results, another the history &c.&c. After these had been given, a general discussion might follow until the subject had been looked at from all points of view, and in all its different phases. We could of course, in this way learn much concerning these important events and epochs, about which everyone is supposed to know something. But on the other hand our course of study would not be so connected and closely related one part to another as it would if we were pursuing a regular course of history.

Having dropped these few suggestions and believing we have said enough upon this subject for the present, we bid you goodnight.

Henry B. Wilson