

HESPERIAN STUDENT.

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Our School and Professors.

Time in its unceasing flight has brought us to the last month of our second term of school, where we as pupils have long met, to acquire that knowledge which is in store for every one of us, and if we use that energy and determination with which our Professors have tried to inspire us, we shall eventually acquire what must, to a great extent determine our destinies.

Now a few words to our Professors for their unremitting kindness, and the labor they devoted to our interests, and inestimable benefits we receive from their instruction.

Every morning as we assemble at our respective rooms, we find them ready to direct our way through the tangled paths of science. Never do we discover in them a character of austerity—with knit brows, contracted lips, and frowning countenances, but through rain and snow they wend their way hither, and as they enter their rooms, all doubt and difficulty vanish from our minds.

Many times they have had serious aggravations to encounter, yet with a sense of humble duty in the discharge of their functions, they have come out victorious, and borne off trophies of respect and love from every pupil; and have in full characterized themselves with every quality becoming pure and untarnished teachers. We believe that it is the emotion of every heart that they may live long, and remain with us to guide us over the rugged path up the hills before us to the end.

Have we on the other hand, each of us improved every golden moment as it was given us? I am afraid there are some among us who often have stepped aside, and for mere foolish enjoyment have robbed our teachers of the perfect lessons they ought to be met with, and themselves of the sunlight of knowledge that they can never regain. But what is lost is wholly gone, and nothing remains but to do better in the days to come.

Let us be encouraged by the thought that there may be among us young men and women of great literary talent, and we know not but we will have the pleasure of reading the poems, novels and speeches on woman's rights, &c., of some of our present lady friends.

And there may be among us young men one day to stand in the Halls of Congress, or of the Montezumas, and wield the scepter of power in making our laws. Hoping to meet all again next year I subscribe myself.

"A good practical education, including a good trade, is a better outfit for a youth, than a grand estate of an empty mind."—Many parents have slaved and pinched to leave their children rich, when half the sum thus lavished would have profited them far more had it been devoted to the cultivation of their minds. The one structure that no neighborhood should be without is a school house.

Reading.

Reading to us is not only a source of pleasure and enjoyment, but also one of benefit and knowledge. In view of these two facts it may be well for us to look and see what constitutes a good reader. Time will not permit us to enter into detail on any lengthy article, therefore we shall only make a few suggestions: first, with regard to reading in public; second, a few remarks with reference to reading for our own benefit.

To read well, is to read as if the words were supplied by the act of present thought, rather than by the page before us; or just as we would speak, if the language and sentiments were our own. Children and all persons while engaged in earnest conversation, or telling an interesting story, generally speak in such tones, and with such a degree of animation and force as are best suited to give a clear expression of their thoughts and feelings. Just so we should read, and if we desire to excel we must refer constantly to the manner in which sensible and well educated persons talk as the only safe and correct model.

We must adopt our style to the nature of the composition we are reading, whether it be light and humorous, or serious and solemn, and endeavor to represent naturally every shade and emotion. If it be a narrative we are reading, our utterance should be the same as if we were relating it in our own language; if a conversation we should refer with just discrimination to the persons engaged in it; and try by our tones and manners to represent the distinct peculiarities of each; if an essay, a sermon, or an oration, we should put ourselves as nearly as we can in the place of the author and read as if the thoughts and words came fresh from their original fountain, and so of every kind of writing. Hence the necessity of a quick eye to mark the sense, for no one can read or speak well whose thoughts do not go some way before his utterance. He must understand the subject and the import of all the words; his pronunciation must be in accordance with the best usage; his voice must be cultivated so as to be flexible, full, forcible and mellow; his ear so instructed, as readily to detect the least deviation from strict propriety of tone, and all his external movements such as to appear natural, easy and dignified.

Taking these brief outlines as a standard how rarely do we meet with a truly good reader, and yet how seldom do we listen to a person who really thinks himself a poor one; we are in general the last to discover our own faults; and when they are shown to us by the friendly hints and criticisms of others, we are naturally slow to apprehend and often still slower to acknowledge and correct them.

We have thus shown a few of the characteristics that constitute a good public reader; now a few remarks with regard to reading for our own special benefit.

We heard one of the Professors saying in class the other morning that we never need be afraid that we shall read too slow, but to the reverse, we should guard against the habit of reading too fast. The trouble is, when we are engaged in reading, that we are thinking of the end or how it will terminate, and thus a kind of excitement is created which tends to make us read very rapidly. In this way the mind grasps and retains only the prominent points, while all those minor points, which the author has presented in order that he may more

fully and clearly bring the subject before the minds of his readers, those very points which tend to interest and benefit us, and at the same time render the work attractive and pleasant to read are entirely lost to the mind and we might almost as well not have read the book at all, nay, better not read than to read in this way, for it tends to fix a habit of fast reading which once established is hard to overcome.

We noticed an article in our last issue stating that it was astonishing to see how quickly some of the students read some of the largest volumes of history and other matter in the Library. We hope those students for whom the remark was intended will receive it kindly and profit thereby.

We as students should not only be careful how we read, but more so what we read. Another of the Professors remarked that he thought we should find our principal reading matter in books of real value and that we should discontinue to read the LEDGER, SATURDAY NIGHT, &c., which tend only to excite the mind and then leave it in a worse condition than before. Our reading matter should be to a great extent upon the same subjects, that we daily pursue in the class room. In this way the mind will more easily grasp and retain what it receives from text books, and the information which it receives from general reading, will give it an opportunity to expand and form an opinion of its own.

Progress.

Although it is claimed by some, that "the world with all its boasted progress, has failed to produce a man as wise as Solomon, as strong as Sampson, or as meek as Moses;" yet I can hardly think that on the whole there is no advance. That God created this beautiful world, and by wise councils guided it for thousands of years through its various changes and preparations, for the home of man, to the intent that he might wholly degenerate, and sink in moral oblivion, seems to me incredible; for I believe in the foreknowledge of God. With all our moral, intellectual, social and physical deformities, still I think there is room for the faith that there is a precious heaven at work that will one day raise our human loaf to something more noble. In all times and countries, whenever the condition of society and its principles, have demanded a reform and the proper time in the divine plan has arrived, men have been raised up to agitate these questions and take the lead in such reforms; so far as God has deemed it best. Thus Moses led the children of Israel from bondage, to a pleasant home in the land of Canaan. And when the religious world had become too corrupt to be longer tolerated, Martin Luther, as it were single handed, shook the very foundations of religious opinion, and to some extent guided it at his will. As has been said: "Here was the lion bearded in his den, and the whole continent of Europe held at bay by one man." And in our own times, our loved and honored Lincoln has liberated more than three millions of people, whose hearts will bless him to all eternity. Now there are some questions which agitate the country at present: and prominent among these is what is termed "Womans Rights." And as this idea has diffused itself throughout the land and seems to have possessed the minds of some of our lady students, I may be pardoned for referring to it here.

We read that woman gave to man the ap-

ple and he did eat. Thus it seems that her hand, and influence led man to sin. But the kind Father, willing that she should have an opportunity to rectify her mistake, granted her the sole parentage of our Saviour, and I think that in all times she has shown herself the first and the foremost of his followers. Now I firmly believe that God moves upon the minds of the people; and that when any revolution in thought, principle, or government, is to be effected the minds of the people become possessed with the idea which leads to its agitation and final result. It may be, then, that some good is to grow out of this woman question, although we will not attempt to say what that good is. And as the social relations of woman are supposed to keep pace with all civilization, this aspiration on the part of some to become more elevated may be the challenge for a new step in advance. And who knows but that the apple and influence which shall lead the world out into the glorious light, and happiness of the millennium, shall come from the same source as did that which lead to its woe. Of course we do not expect Satan to be anything but our enemy; but what could be more just, than that the hand that gave to man the fatal apple, should be allowed also, to give the remedy.

However all this may be, "The mills of the Gods grind slowly," but when I remember that the Lord Omnipotent reigneth, I am ready to exclaim with the poet.

'Tis coming up the steps of time,
And this old world is growing brighter;
We may not see its dawn sublime,
Yet high hopes make the heart throbb lighter,
We may be sleeping in the ground
When it awakes the world in wonder,
But we have felt it gathering round,
And heard its voice of living thunder,
" 'Tis coming! Yes, 'tis coming!"

A. B. WHITE.

A College Reputation.

It is often asserted that a college reputation is worth nothing, and that college honors are unfavorable omens of a future career. It is said that honor-men are seldom known outside of the college walls, and that men here unknown to fame become the leaders in the world beyond. Exceptional cases are too often accepted as the rule.

The belief that he who wins college premiums is unlikely to gain more solid fame and rewards in after life, is at variance with experience and common sense. Dr. Johnson says, the same man possesses the same intellectual power at every period of life. Although this may be going a little too far, yet it seems reasonable that the same emulation, industry and vigor of mind which confer superiority in youth, should also do it in manhood and old age.

If we turn to the biographies of distinguished men, we shall find that, while some of them from indolence, or peculiarities of mind or character, have not attracted attention in their scholastic career, a far greater proportion have displayed, in the morning of their lives, the same powers that brightened and adorned the meridian and decline of their greatness. Look at Robert Hall, who at college displayed the same great reasoning powers, and that elegance of taste which made him, not only an ornament to the pulpit, but the finest of English writers. Spurgeon at 16 was an eloquent preacher; at 18 was pastor of a church; at 20 drew vast audiences; and at 36 his fame has long been world-wide. Luther early displayed eloquence, and at 20 was a Doctor of Divinity. In our own country, many of our great men have evinced their mental superiority at an early age. Aaron Burr and Nicholas Biddle bore off the highest honors of college at 16, as did, we believe, Edward Everett Hale.

Indeed, if we examine the lives of most great men, we shall find that by far the greater number rose superior to their school-fellows. We may find here and there a Walter Scott, a Dean Swift, or a Henry Ward Beecher, who, from indolence or waywardness, do not become distinguished at college, and yet are the wonder and pride of their respective ages; but this is not the rule.