

(For the Hesperian Student.)

**The Student.**

He's sitting by his table,  
Bending o'er the classic page,  
But scarce the words before him  
His busy thoughts engage;  
For fancies like to fairies,  
A bright and mystic train,  
Are trooping all about him  
And occupy his brain.

They sit upon his eye-lids,  
They rustle in his hair,  
And whisper in his list'ning ear,  
A tale that's bright and fair;  
And oft they poise about him,  
On bright, gossamer wing,  
While in low and softest strains,  
A siren song they sing.

His open book they rustle,  
As soft they come and go,  
And their breath is on the lamp,  
Which now is burning low.  
Thus he sits by his table,  
Until near the opening day,  
But alas! to little profit—  
His thoughts are far away.

SYLVIA.

**B. F. Taylor.**

For years the subject of this notice has been sought after as a lecturer East and West and not once merely, but repeatedly. During the lecture season he is never idle. His hearing is never large but is always respectable in numbers and unexceptionable in character. Those whom he pleases once, he always pleases; those whom he fails to attract at first, he never attracts. He is ever the same. He never surprises by any remarkable outbursts of eloquence; he never falls below his level; equally removed from surprise or disappointment.

His speaking is not so much *oratory* as *oratorio*. It consists of an uninterrupted series of pictures, strung together on the very frailest thread of argument. He sees only the poetic or pictorial aspect of things; and while in his painting he is unsparing in the use of his colors, he uses them with taste and judgment. His paintings are never daubs.

In his recent lecture in this city on "Motive Powers," his peculiarities as well as his powers were finely exhibited. He ignored the philosophic conditions and bearings of his subject, while in a brilliant series of pictures, he showed us these forces in action.

It was not his fault if his audience occasionally forgot the purpose for which the picture was painted in their admiration for the picture itself. In the moral or religious teacher whose prime purpose is, or is supposed to be, the teaching of truth and virtue this might be a fault, but in the lecturer, whose object is not so much to enlighten to inspire, not so much to enforce truth as to enkindle aspirations, it is not only not a fault, but rather the highest possible merit.

Though not an orator like Castelar or Wendell Phillips, who comes inspired with a sublime moral purpose of combating and overthrowing some gigantic wrong that menaces the very existence of society, not an orator like these, able by a few masterly touches of the highest genius, to rouse into a white heat the grandest emotions of human nature; yet in a minor sphere, by no means unimportant, Mr. Taylor occupies an enviable position, does a good work and does it so faithfully and well, that he never fails of interested, delighted, and benefited hearers.

They that deny a God destroy a man's nobility; for certainly man is of kin to the beasts by his body; and if he is not kin to God by his spirit, he is a base and ignoble creature.—*Bacon.*

The hooting of the *Owl* is by no means hideous to us—we rather admire his voice in fact, and are beginning to anticipate with pleasure the advent of his open countenance. This *Owl* is an eccentric bird of his *genus*, and, we judge, does most of his sleeping in the night, like other folks; at least he is seldom caught napping.

We have received the first number of the *Berkeleyan*, University of California. This journal is the result of a union of the *Neolan Review* and *University Echo*, and presents a very genteel and prepossessing appearance. It is ably edited, and full of good readable matter. We give the *Berkeleyan* a hearty welcome and rank it with the *creme de la creme* of our exchanges.

*The Chronicle*, Mich. University, is as full of sense, vim and cheek as ever. A writer, in a well written article, attempts to vindicate the character of the University from the frequent charges of excessive immorality among the students. Some of his arguments smack more of policy than principle. That prosperity which is purchased at the expense of loose morals and an unhealthy tone of society, is certainly questionable, and apt to be short-lived. He is quite correct in believing it necessary to rise and explain. We trust for the sake of the University and its influence upon the Nation it may be done satisfactorily. We heartily endorse the ideas advanced by the writer on raising the standard for admission to the medical department, as applicable to the professional schools throughout the land.

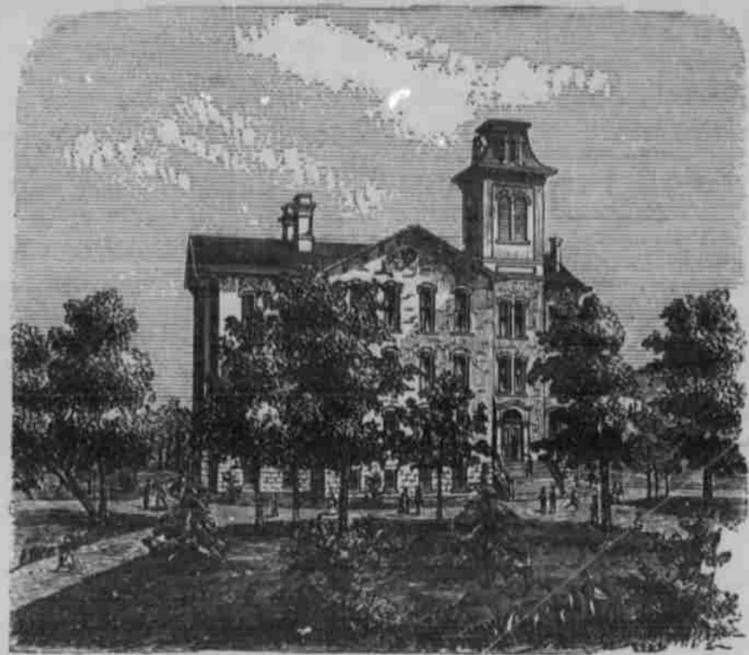
*The Harvard Advocate* is a model of artistic arrangement and beautiful typography. The issue of Jan. 23d, is unusually interesting, containing, besides plenty of other good matter, two beautiful poems. That "Harvard Romance" is replete with genuine wit. While we can not endorse fully the conclusions of the writer on "Debating," the article contains facts that might be read with profit by most of our own society "disputants."

*The Central Collegian*, Fayette Mo., is one of our best exchanges. We admire the editorial ability, and the taste displayed in the arrangement of its columns. A writer in the January number, takes our somewhat unaccountable English orthography severely to task. He observes that "he does not hesitate to give it as his opinion, that our present orthography is an unmitigated evil." He considers the only remedy for the evil is the abandonment of our present system and the adoption of something better. While the article contains some good things well said, we are inclined to think his remedy impracticable. Does not the great evil after all, exist in the manner in which spelling is taught?

We suggest the adoption of better methods of instruction, such as the "word method," or the "word," "phonic" and "object" methods combined, as a better remedy for the difficulties encountered by the child, in learning our orthography.

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NORMAL SCHOOL, PERU, NEMOHA COUNTY, NEBRASKA.

not, as students of either school, institute an exchange of kindly civilities and pleasant social and literary courtesies which will be profitable and agreeable to us both? We are gratified to know that Gen. Morgan heartily seconds us in this desire to create a warmer feeling between the two State institutions. In a letter of recent date, addressed to us, he writes: "I sympathize fully in your desire to unite the Normal and University more closely."

Let us reflect upon it—it is worthy of consideration. I would call attention to the advertisement of the Normal School on the eight page.

**OUR EXCHANGES.**

The *Qui Vive* appears as fresh and instructive as usual.

The *Iowa Classic*, Mt. Pleasant, has a good article on "American Poetry."

The *College Journal* has some choice literature. One of our most welcome exchanges.

The smiling face of the *Vassar Miscellany*, Poughkeepsie N. Y., has again enlivened our sanctum with its cheering presence.

The *Dalhousie Gazette*, N. S., is a staid, sensible journal—a little too heavy for a social visitor. More variety and vim would be a decided improvement.

We have received the first number of the *Mute Journal* of Nebraska, published at the Nebraska Institute for the Deaf and Dumb. It is a creditable journal. We welcome it to our files.

The *University Reporter*, Iowa State University, for January, has a full report. That acrostic on the first page is a fine production. The editorial columns of the *Reporter* are always full, and ably written.

A writer in the *Targum*, Rutgers, N. J., indulges in a melting effusion over, oh! woman! He appeals to the "boys" of Rutgers thusly: "Why should New Brunswick's fair ones be made mere toys for students, while in some other sphere abides the object of their real affections \* \* \* ! He certainly has a very exalted opinion of Rutgers' students, or a very poor opinion of New Brunswick girls. If the exquisite gents of Rutgers would come to Lincoln, they would be relieved from their dilemma. Our girls are none of your second rate kind! He who once feels the sweet thralldom of their fascinating charms, hath no desire "to fling them ruthlessly aside." You have our heart-felt sympathy, boys.

**The State Normal School.**

The State Normal School, located in the town of Peru, Nemaha county, is one of the two leading educational institutions of the state. On account of its thorough organization, the efficiency of the instruction imparted, and the large number of students attending, it is equal in influence and efficiency to any Normal School in the west. Especially in number it yet takes the lead of the University.

The Normal has experienced many vicissitudes. There have been frequent changes of faculties and systems of government. Yet it has been steadily and surely gaining ground until, with its three hundred students, its beautiful buildings, and experienced and talented faculty, it is indeed a pride of our State.

Gen. T. J. Morgan, its present principal, is a gentleman of rare scholarly attainments and great experience in educational affairs, especially in that department of instruction over which he is now called to preside. During the period of his administration the prosperity of the school has been great, and the growth truly remarkable.

The University and the Normal sustain a near relationship to each other. The Normal aims to impart a particular and special form of instruction which always keeps in view and implies the power of imparting to others the knowledge acquired. The purpose of Normal instruction is to mould and perfect the systems of instruction in the common and the graded schools of the State. Its influence reaches every child in the State. The University aims to lay the foundation of a more general and comprehensive education—to broaden the views and expand the mental faculties of students graduated in the graded schools and academies—thus preparing them for the general duties of men prepared to take high stations in society. In these respects the Normal and University are complements of each other. Both created and fostered by the State, these institutions are held together by the most sacred bonds of consanguinity. This being the case, there ought to exist a warm sympathy and an intimate relation between them. But how is it? Have we not, as students at least, been entirely indifferent to each other's welfare? Have we not been almost unconscious of each other's existence? This ought not to be so—for the mutual benefit of both schools it ought to be otherwise. Can we