

HESPERIAN STUDENT.

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EDITOR-IN-CHIEF, - G. E. HOWARD.
ASSOCIATE, - FANNIE METCALF.
LOCAL, - W. L. SWEET.
J. M. IRWIN, Business Manager.

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SALUTATORY.

With this issue is introduced a new
and, we trust, a propitious epoch in the
history of the STUDENT.

We are permitted to make our *debut* un-
der somewhat more favorable circumstan-
ces than our predecessors. We make our
obeisance before our readers, as of course
they have observed, with a slightly con-
scious air of self-importance. Frankly
acknowledging an average share of edi-
torial vanity, we admit that we are entire-
ly conscious of the fact that our new at-
tire is rather becoming.

Unwarranted self-praise? Nay, my
dear Sir, I was about to remark, when
you interrupted me, that a little parade
in our new clothes might reasonably be
pardoned by our fastidious and charitable
friends and patrons, if our more genteel
appearance shall add anything to their
pleasure, and be the means of creating a
warmer and more lasting friendship be-
tween us. Do not understand me to inti-
mate that we wish to establish the social
or literary status of the STUDENT from
the improved cut, the finer texture, or the
enlarged pattern of our cloak. Not at all.
But with the advantage of double our
former space, and other facilities which
the wisdom and generosity of the Asso-
ciation have placed at our command, we
think we may reasonably hope to make
the STUDENT, in all respects, a more valu-
able journal to our readers.

Too high a rate can not be paid to
the talented gentlemen who have prece-
ded us in the management of this paper.
Laboring under many disadvantages—
lack of space, material &c.—the task they
have accomplished in bringing it to its
present standing, has not been slight.
With increased opportunities and means,
and with the encouragement and support
of the students of the University, which
we not only claim, but have a right to ex-
pect, we shall come far short of our priv-
ileges if we do not improve upon the
work so well founded and developed.

Especially do we wish to make the
STUDENT an impartial and candid herald
of our literary societies;—an advocate of
every means for their improvement; a
champion of their rights and just aspira-

tions; a fearless critic of their policies
and operations; and furthermore, we can
promise in behalf of the entire editorial
corps, that the influence of the STUDENT
shall act as a restraint and reproof upon
all narrow animosity, enmity, or bitter
rivalry between the several societies; but
act as an incentive to healthy, friendly,
but spirited emulation.

We place the acquisition of the matter
of knowledge, as sought in the ordinary
routine of college studies, only equal in
real benefit to the power of assimilating
and wielding this knowledge, acquired
through participation in the exercises of
the lyceum hall, and the use of the col-
umns of the college journal.

Students, shall we have your *practical*
support, as well as good wishes?

It will now be entirely proper, without
further comment, for us to make our bow.

WHY NOT?

"I wish we could receive some instruc-
tion in elocution," said one of the stu-
dents to me to-day, speaking of the ad-
vantages for laying the foundation of a
broad and comprehensive education our
University affords. Said another, "I
would consider the tuition of a thorough
teacher of this art worth five dollars a
term to me." Another, "I am convinced
that a private teacher of elocution, even
of ordinary ability, coming to Lincoln,
would be sure of immediately securing
an ample patronage." Indeed, this desire
is the universal and frequently expressed
wish of the majority of our students.

There is something significant in this!
Does it not indicate one of the most im-
perative present needs of the University?
It leads us to this inquiry: Why can we
not have a teacher of elocution? We do
not intend to find fault with the wisdom
and energetic providence of our learned
fathers. The Regents have done nobly
in providing facilities and appliances to
secure to students, at this early day, so
many of the advantages of a first class
University. Their last stroke of policy
in making provision for opening the Agri-
cultural College, in reality as well as
name, by creating a model farm, placing
dormitories thereon for the accomoda-
tion of students, and allowing them a
fair compensation for labor, is a long
stride in the right direction to supply
the wants of the state.

Is not the present need, we have indi-
cated, also worthy of attention? Has the
divine art, so adored, so assiduously cul-
tivated and perfected by the ancients—to
whose influence much of the perfection
of their drama, their song and their ora-
tory may be directly attributed, become
so trivial and unimportant in the eyes of
this utilitarian age, as to be entirely be-
neath our notice and unworthy our pre-
cious time? Americans are called a na-
tion of speakers—rather "speechifiers."
We might be denominated a nation of
orators, did we but *study* and *practice* how
to speak and read.

No, the art is as noble and just as nec-
essary for an American student, as for the
students of Athens, Alexandria, or Rome.
The trouble is not here—it is somewhere
else.

A reason which makes the necessity for
a teacher of elocution in our school more
urgent is this: A large number of the
students are beginners—in the first or
second year of the Preparatory Depart-
ment. We venture to affirm that not a
few of them are not even tolerable read-

ers when they enter. Where, then, under
existing circumstances, is there a chance
for becoming any better readers, through
the whole college course, after entering?
Is it true that some of us have never even
heard a good rendition of a single piece
of English prose or verse by any master,
much less practiced ourselves, and if so,
is it not equally true that we are likely to
remain in ignorance, so far as the benefits
of our College is concerned, unless some
traveling amateur in the profession con-
descends to favor us with an evening's en-
tertainment? Is it true that some even in
the higher classes, can not read a piece of
simple English of a dozen lines, without
stammering, reiteration and misconcep-
tion of the ideas presented? Much less
dare they attempt to depict the passion, the
force, the life of the sentences before them,
by the wonderful power to paint the intri-
cate and delicate shades of thought and
feeling, possessed by the cultured voice?

Let me ask the advocates of that doc-
trine that discourages all effort at person-
ation, or dramatic display in the reading
or recitation of our English literature,
what would be the fate of the choicest
gifts of genius in a century, if their theo-
ry were universally adopted. Who would
expect to be able to appreciate all the lat-
ent beauty and soul-stirring power in the
written music of the great masters, by
simply learning to name or read off the
notes of the gamut, arranged with every
possible combination and intricacy of
symbols and nomenclature, if he himself
did not try to sing, or listen to one who
could? So our choicest literature be-
comes a dead letter to the person who
simply knows the names and etymology
of the words. The productions of Shak-
peare, Milton, Byron, Moore, Hood and
Whittier are too lofty or pathetic for un-
impassioned *thinking*, as well as unim-
passioned *reading*.

Our best literature is an arbitrary quan-
tity. Its value depends entirely upon the
point of sight the reader occupies.
Booth's Forests, or Siddons' Shakspeare
is entirely a different personage from the
Shakspeare of the ordinary reader.
Beecher's Bible is a different book from
the ordinary homilist's. To one party
Shakspeare is the painter of nature's se-
cret beauties—the inspired oracle of ev-
ery passion or emotion that is holy, or
tender, grand or sublime, wise, weak, sil-
ly, or demonic, in human nature. To
the other his writings are a picture of
grotesque and distorted fancy—an array
of unintelligible phrases and extravagant
expressions—an arrangement of meaning-
less assertions and circumstances.

What we wish to attain through the
study of this art is not so much to become
practical elocutionists, as to become *think-*
ing, appreciative elocutionist or, if the
term be allowed, to be able to *think elo-*
quently, while quietly perusing any liter-
ature that may engage our attention. As
students, desiring to lay the broad found-
ation of a University education, we have
a right to demand that the basis of this
most necessary and useful art and science
be not neglected.

Can the state afford to forego the addi-
tional few hundred dollars, expense
which the addition of the Chair of elocu-
tion would require? Or can it not be
conducted in some existing department
of the University?

You demand a good paper from us, and
we intend to furnish a good one, but we
can't do it without money!
Seventy-five cents is a small amount for
a paper. Send it along.

RETROSPECTIVE AND PROSPEC-
TIVE.

Another year of our paper's history is
passed. Another year of our lives as
students—how few and how precious are
these years!—is numbered with "the
days that are faded and gone." Time,
"the tomb-builder," has seemingly jost-
led the sands of another cycle from his
retless glass, impatient at their sluggish
current—all too swift for most of us.
But we do not intend to lament over the
march of fate. We have no metaphorical
tears to shed over the graves time has
made. Let him rear his own tombstones
at their head—we are willing to plant the
flowers. There's very little use stopping,
as students, to wail and rend our gar-
ments over the sepulchers of buried op-
portunities. Let time's sands bury them
deeper—we'll hope to reap the fruits of
good resolutions from the seed sown over
their ashes. If during the past year, we
have, some of us, through negligence,
cheated ourselves out of many of the
treasures of knowledge we might have
made our own by earnest effort; if we
have neglected to benefit ourselves, by
not helping more earnestly to sustain the
literary society, or our paper,—why, make
restitution by increased effort in the year
to come. If, perchance, in our inter-
course as members of the various liter-
ary societies, there has been any degree
of enmity or unkindness—any lack of
charity and benevolence—if words have
been spoken or written that have carried
with them a sting of bitterness, gladly
let all this moulder beneath the dust of
time, too deep for any resurrection; and
in the future let charity, good will, kind-
ness and true manliness characterize all
our actions.

Let times tombs alone. We have
enough to do to grasp the sparkling gold
which in the present moment, glitters in
the stream yet flowing from his mighty
glass, ere it is borne to the fathomless sea
of eternity.

On the whole, in all our institutions
connected with the University, we have
made encouraging progress. To-day we
stand, in these respects, "in the light
of fortune's smile." It rests with us, stu-
dents, wether we retain this smile, or of-
fend the sometime fickle dame to frowning
and bring adversity's clouds upon us.

A GENEROUS GIFT.

On the evening of the 30th ult., the
Adelphians were the recipients of a valu-
able present. Mr. Geo. W. Watson, in a
neat and appropriate address, presented
to the Society a finely bound volume
of Worcester's Unabridged Dictionary,
for the Critic's stand.

Mr. Watson was formerly a student of
the University and one of the most talent-
ed and energetic members of the Adel-
phian society. He is one of those who
believe in expressing their interest in the
wellfare of any institution they pretend to
support, in a practical form, and consider
the cause which does not merit some
self-sacrifice, of very little consequence.

Mr. Watson has until recently been en-
gaged as one of the editors and proprie-
tors of the *Nebraska Farmer*—the Granger
organ of the state. We learn that he has
recently resigned this position, and enter-
ed into the law and real estate business,
under the firm title of Chapin & Watson.
We can wish him no better fortune, than
that he may be as successful in his new
profession as he has been in the difficult
position of an editor.