

instruction the student has learned merely the art of being unnatural. There is no development there, physical or vocal. His conversation will remain the same—only with an additional touch of affectation.

The choice of oratory or elocution depends upon the student's motive in studying. The best motive is to learn the right thing in the right way. It were no comfort to study a history during a year and at the end of that time discover that that which we supposed to be authentic was only an ingenious fabrication. Yet that would not be a more egregious blunder than the study of a false system of elocution. If it is the gratification of vanity that is desired, the student is on the wrong track; for knowledge is founded on docility. The student, fenced about by ignorance and egotism, is ever ready to condemn the system that batters down the wall of conceit and lays bare his faults. But the test of all instruction is this: that which makes the student satisfied with himself is false and short lived—the true must tear down before rebuilding it must empty the mind of false notions before it can fill it with right ones.

The greatest need in our University is a thorough system of oratorical training. The chairs of the various branches of learning have for years been completely filled, and now the students are able to cope with those of the majority of our colleges in proficiency in these branches. But since its foundation the University has undervalued the art of speaking, and hence the students in this respect fall below the average. Our graduates are an example of this. It is true that during the last ten years not one tenth of the graduates were good speakers. Many have become great or famous for their intellectuality; but few will immortalize themselves through their oratory. It is not, however, the fault of the students, but of the University for not supplying the need of an oratorical department. There are few students who could not become good speakers; but though it involves hard study and constant practice for the best voice, it is well worth the pains bestowed upon it.

In order to meet a long felt want in our institution, I would suggest the following course of oratorical training. It will afford a variety of study; it will not be for one term or for an elective, but a required course of study throughout the preparatory and college years; hence it will be a benefit to all. Oratory cannot be learned by the mind only. It differs from other branches in being a process of development, instead of a foundation for future study. The instructor in history or literature does not need to teach all there is to be learned of his branch. That were impossible. But his aim is to impart to the student's mind the knowledge of the principles involved and a love for that study, that will enable him in after years to complete his studies. But oratory cannot be learned in that manner, as cannot the training of the singing voice. Time is required to teach the voice its lessons. The uneducated ear cannot detect false tones or make fine discriminations in regard to pitch, quality or emphasis. Neither can principles be laid down to be afterwards applied. Years are necessary for the cultivation of the voice. The instruction should begin with the First Preparatory and continue through the Senior year.

The study of oratory is like learning a new language. It were absurd to begin this study by reciting classic poetry as to substitute Goethe for the German alphabet. This plan begins the study of oratory in the First Preparatory year, with the principles of oratory. This prepares the student for the declamations required in the Second Preparatory, Freshman and Sophomore years. The declamations will form part of the required work for every term of these years and thus

careful preparation and attention given to the voice are assured. Although these declamations are to be spoken before the class, they are not to be a dramatic display, but a study of the art of natural speaking. Nor will they rob the societies of this work. This is designed to be in co-operation with the literary societies, raise the standard of literary work there, and create new interest in such matters. The societies cannot take the place of a department in elocution, even though all become members. Opportunity for practice only is afforded. The criticism necessary to every production, is lacking, through ignorance or delicacy of feeling; and false ideas pervade the whole society. The standard of good speaking becomes perceptibly lowered. The student who is regarded by himself and his society as a good speaker, would, judged by the true rules of oratory, fall far below that rank. Working in co-operation with the department of oratory, the societies may become invaluable aids in public speaking; otherwise, more harm than good will be derived from them.

At the end of the Sophomore year the student will understand the principles of natural, effective speaking and be thoroughly prepared for the orations required in the Junior and Senior years. These orations give instruction, not only in a strong oratorical style, but also in that style of delivery. These orations, being addressed in chapel to the whole body of the faculty and students, will give the student excellent drill. Its difficulty recommends it. No audience is harder to manage than a critical body of students; yet after four years of faithful study any student will be enabled to accomplish this great feat, and so be enabled to cope with any audience. But few of the students will not be required at some time to use this knowledge. The art of public speaking is always useful; even a sentence spoken with respect to this art is enhanced in value and eagerly listened to. And this knowledge, even though of no other use, will be a satisfaction in helping to appreciate what is good.

The sterner the discipline, the more perfect the speaker. This drill gives a good voice, the knowledge of the management of an audience, and a finished, easy manner so lacking in students.

Such a plan would be the best recommendation for our University. It would show that our students are intelligent and wide-awake; that their object is not to gain the reputation of being a good speaker, but are anxious to learn the only true method of speaking. It will place our institution in the rank of those modern schools, whose aim is to fit students for every day life, instead of graduating dreamers and pedants.

#### DICKENS AND THACKERAY.

When reference is made to modern English novelists two names, the bearers of which have attained almost equal fame, occur to us in the same moment. The two who now have nearly equal rank among readers of a common education as well as among those of higher culture, are Charles Dickens and William Thackeray.

The novels of Dickens and Thackeray differ widely in style, yet they have a certain general resemblance to each other which comes from the fact that they are both writers of the English school. All English writers are alike in one respect, namely: they must be moral. That is, judgment of the characters must be rendered in the book. The ideal novel is a perfect reflection of human character, and the ideal novelist is an artist of the most skillful kind. The human character should be portrayed just as it is, in all its varied phases, with its manifold qualities, good, bad and indifferent.