

# THE NEBRASKAN-HESPERIAN

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Address all communications to the NEBRASKAN-HESPERIAN, P.O. box 219 Lincoln, Nebraska.

Telephone 479.

The death of Dr. Solomons of the university Friday caused deep regret to all who knew him well. Although he had been in Lincoln only a few months, his breadth of thought, together with his careful and original logic, made him many friends. His plans for the future had been extensive, and had he lived he would have attracted wide reputation, as his writings were already considerably known. Other articles were nearing completion that would not have failed to add to this general opinion.

The small colleges of the state are looking for a ray of light in what is apparently utter darkness to them. In spite of increased attendance, prosperous years and more or less liberal donations on the part of benefactors, they are without exception running behind with their necessary expenses. At the present time they are racking the brains of the several presidents and trustees to find the aforesaid ray. How the result will be will be watched with considerable interest. Doane seems to be the worst off of any, as she is already \$9,000 behind and debts for 1900 that will take the grand total up to \$103,000. Gates follows with \$18,000 now due, and additional \$3,000 for the year. Franklin is next with \$10,000, and Chadron has \$8,800. Weeping Water is contented to bring up the rear with only \$3,400. As far as the persons in authority at the state university are concerned, they find sufficient trouble of their own to make both ends meet without going into the problem just mentioned.

Considerable has been said of late in college publications upon graduate coaching for foot ball teams. How the end of the controversy is to be is now practically settled. The system will in all probability be discarded after having had only a half-hearted trial. Michigan seems to have had her fill, as well as Illinois and several others. Wisconsin and Chicago have never tried the plan. Minnesota finds but one man with the proper ability to do the work, and he is troubled with a growing law practice that will probably prohibit him from taking charge. Wisconsin and Chicago are the two institutions that have killed the idea. The solid system worked up there by

eastern coaches clearly out-classed all western competitors during the past season, and in so doing have killed the idea, so popular one year ago. In other words, the west is willing to concede the superiority of eastern foot ball brains over western. The Indianapolis Press spoke of the matter in the following light a few days ago: "It seems that the system of graduate coaching, started in the west several years ago, has about lost its favor, and that the western colleges will again go back to the big colleges of the east for their teachers. It is too bad that the present movement has set in. It is not a self-reliant attitude of the western colleges. It is an admission that the western players have not been taught the game as well as the eastern brothers. Michigan, Illinois, Notre Dame, Purdue and other western colleges have tried graduate coaching and, having failed to turn out as good a team as formerly, have concluded that the fault lay in the coaching, whether justly so or not time will tell."

The Literary Review, published by Richard G. Badger & Company, Boston, offers three prizes to the undergraduates of American colleges as follows: Twenty-five dollars for the best short story; \$25 for the best essay on any literary subject; \$25 for the best poem of not more than fifty lines. This competition is open to the undergraduates of the University of Nebraska as well as to any other college and university in the United States. Contributions for each prize must be submitted before July 1, 1900. The award will be announced as soon thereafter as possible. Manuscripts must be typewritten, accompanied by stamps for their return and addressed to the editor of the Literary Review, 157 Tremont Mall, Boston, Mass.

An outdoor athletic field for girls has been suggested. Whether or not it is possible at the present time is difficult to say. Yet this does not alter the fact that it is needed as badly as any of the other improvements of the institution. With the addition to the armory the girls will be given much more time and room for their indoor work, and the difficulty will be lessened to a considerable degree. The tennis court has been suggested. It is too far from the gymnasium to make it practical. A small section of ground could be given north of the present building which would suffice until larger quarters could be provided. The Universities of California and Wisconsin have such fields and find that much benefit is derived from them. The University of Nebraska will remain behind only until the room necessary can be devoted in this way.

At a meeting of the Nebraska school masters' club in this city some time ago the inspector of state high schools presented a paper upon entrance requirements to the state university. The outline, in brief, was to have a fixed amount of work necessary for admittance, but it was not the purpose to specify the kind of work that this should be. In other words, a student from one of the smaller high schools of the state who had spent, say three years in preparation for the work ahead of him, and had been unable to take four years of work in high school Latin, but who, on the other hand, had taken an equivalent amount in some other branch not at present required, would be allowed to enter without entrance conditions. Among those present it was generally received with favor and may be one of the possibilities of the near future. The general form of the plan cannot receive too much commendation by educators of the state, as it would mark a step in

advance of any other western institution. It has been tried in the east to a limited extent, and on the whole has been very successful. As to the present system in the university, much might be said. One fallacy may be easily shown. For example, a student comes to the university and enters the scientific course with credit for three years of entrance Latin and one year of entrance German. He is, of course, admitted without condition. After he has been in the university three years he finds that he is not adapted for the particular branch of science in which he has been attempting to do more or less specialization, and finds by some chance that he is well suited to a literary education. He desires to enter the literary course and graduate. Here the difficulty arises. Having had but three years of Latin, it is insisted that he take the preparatory work necessary for the second course. Having allowed the subject to pass out of his mind for three years he finds it almost impossible to make up the work without going back and putting several times as much effort upon it as the good derived will warrant his doing. At the same time the advocates of this plan will tell you that the degrees of bachelor of arts and bachelor of science are equal in actual value in the eyes of the university. Taking this for a basis, how can we harmonize the fact with the entrance credits? Does it not follow that they must also be equal in the eyes of the university? Then why is it that a uniform system of credits is not made? Each degree requires four years of constant grind either in the library or the laboratory, and each ends with the same value. How does the scientist get the advantage? It would seem that when it is intended to make all courses equal that it would be a good plan to start them so, keep them so and end them so. If an advocate of the old system will stop to consider that the average boy of eighteen does not know what he wants, and is most liable to make mistakes, more freedom in passing from one course to another will be allowed. At the same time, the plan does in no way prohibit the university from raising requirements for admission as high as the common school system of the state will permit. We trust that the plan suggested by Inspector Crabtree will receive thorough consideration at the hands of the senate.

## LIFE CERTIFICATES TO COLLEGE GRADUATES IN INDIANA.

The state board of education of Indiana recently amended its rules in reference to the granting of state life licenses to teachers by adopting resolutions to the effect that life licenses should be granted to all graduates of higher institutions in Indiana or other institutions of equal rank in other states, approved by the board, which require graduation from commissioned high schools or graduation from schools equivalent to them as a condition of entrance, and which maintain standard courses of at least four years, and whose work is approved by the state board of education.

The resolution has a provision attached to it, however, specifying that the applicant for life licenses shall have pursued four years' resident study and passed extended examinations, and that it shall apply only to applicants graduating after January 18, 1900. The applicants must also have had sixty months' license, and they must present to the board satisfactory testimonials of their success as teachers. The only examinations then required from the applicant will be one in subjects relating to the professional phase of educational work. The university is placed on the approved list.

## Northwestern University

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