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## AGRICULTURAL COLLEGE.

Wishing to know something concern-  
ing this department of the University, we  
visited the farm and had a very pleasant  
interview with Mr. Culbertson, who has  
the control of this branch of our school.  
We found him busily engaged in clearing  
away the debris from the new dormitory.  
With his usual courtesy he devoted an  
hour or more to conducting us over the  
new building, examining a combined gran-  
ary, machine-house and work shop, planned  
by himself, and which is really an inge-  
nious model—just what is needed on every  
farm in Neb.; in viewing the stock of the  
farm, that is in fine condition, all looking  
well; and in giving us his views on many  
matters connected with the management  
of this department. The dormitory is a  
substantial frame building, thirty-six feet  
square: Its entire cost is something less  
than four thousand dollars, and a better  
and cheaper building it would be hard to  
find. In the centre of the building, run-  
ning north and south, is a hall; to the left,  
on the first floor, is the office and library,  
the dining room and pantry; to the right,  
is the parlor and two sleeping apartments.  
On the second floor are six large, airy  
sleeping rooms, with ample closet room.  
There is also a commodious cellar. The  
building will accommodate about twenty  
students. The policy that has been pur-  
sued heretofore toward this department  
has not been such as to insure the greatest  
success.

We do not know as this could have been  
avoided, but we do know that it would  
have been better to have taken no steps  
towards the establishment of this college  
than to give it an uncertain and wavering  
support. There is no time in the history  
of any institution when it requires such  
constant support, in which every obstruc-  
tion to its advancement should be careful-  
ly removed, as the first years of its exist-  
ence. Especially is this true with regard  
to this school, for after the sale of its  
ninety thousand acres of endowment  
land, from which it will realize probably  
not less than one half million dollars, it

will not be so dependent upon appropria-  
tions for its support. But we understand  
that the conditions of this grant make it  
exclusively a professor's fund, hence the  
other expenses must ever be paid out of  
the general University fund.

All classes are interested in the success  
of this college. Nebraska is almost exclu-  
sively an agricultural state, and ever  
will be. The future wealth of the State  
depends upon the development of this  
one industry. The farming community  
being so much more numerous than all  
other classes combined, the intellectual  
and moral standing of the State depends  
upon the elevation of this class to a ver-  
great extent. A large majority of our  
people must be tillers of the soil. Then  
is it not policy to educate them for their  
profession?

The advantages of the course offered in  
the agricultural, over the other depart-  
ments, to the farmer, are many. First, it  
tends to make him respect his calling,  
and there is no other cause that has done  
so much to degrade this occupation as the  
idea which many farmers themselves have,  
that there is something in their business  
that is not elevating, a feeling that men in  
other occupations stand upon a higher  
plane than themselves. If the tendency  
of this college is to overthrow this false  
impression and awaken them to the truth  
that their business is as noble as any, and  
if there is any trouble it lies in themselves;  
then we say success to the college. Again  
it offers to a large class of students the op-  
portunity of an education, who could not  
take another course for want of funds, and  
this, too, with no loss to the State.

Another suggestion we heard at the  
farm, that is worthy of consideration, is  
that of making a complete separation in  
the departments of the University. The  
Agricultural College cannot work in har-  
mony with any other department; their  
courses of study are very different; all  
recitations should be at the farm, where  
the means of explaining and experiment-  
ing are ever at hand; the terms do not  
run parallel, the long vacation of one be-  
ing in the summer and that of the other  
in the winter. The extra expense of run-  
ning each separately would be but little.

At present it would not require more  
than one extra professor. One disadvan-  
tage that has become apparent from car-  
rying the two departments on conjointly  
is the tendency of making the students of  
the Agricultural college lose their identity  
their individuality as a school. For every-  
thing outside of class-room duties they are  
dependent upon the other departments.  
This is a natural result under the present  
arrangement; students in both courses re-  
cite in the same classes, to the same pro-  
fessors, and there seems to be but little  
difference except in the name. In fact,  
there are some students who lived on the  
farm, worked on the farm, and still pur-  
sued a purely classical course, and are  
classed as classical students today. This  
is not as it should be. The Agricultural  
college should be as distinctly a depart-  
ment by itself as the college of Literature,  
Science and Art.

The people of Kansas have shown their  
appreciation of this branch of education,  
for the legislature that refused to vote any  
aid to its Normal schools, has just appro-  
priated sixteen thousand dollars in sup-  
port of its Agricultural college.

The only thing that stands in the way  
of the complete success of this school is  
the want of funds necessary to carry it on.  
For we are informed, already more stu-

dents have made application for the com-  
ing term than can possibly be accommo-  
dated. With the proper facilities, this col-  
lege would outnumber any other institu-  
tion in the State. We do not know what  
means the Regents at present have at their  
disposal, but, more or less, the Agricultu-  
ral college should receive a liberal por-  
tion. At present, Mr. Culbertson has the  
entire responsibility upon his hands, not  
only the duties of professor, but also the  
entire management of the farm devolving  
upon him. This is evidently more than  
any one man can do and do well. The in-  
stitution suffered an incalculable loss in  
the resignation of Prof. Thompson, who  
brought a long experience and great execu-  
tive abilities to the discharge of his du-  
ties. What is needed to carry out the  
work so nobly begun by the Prof., is, first,  
sufficient means, so that whoever has con-  
trol can work without continual pecuniary  
embarrassment; second, a person with ex-  
perience, ability, and energy at his head,  
with an adequate number of able assis-  
tants to carry the work on and not make  
it a continual drag.

## SUNDRY TOPICS.

Why are we not favored with elocution-  
ary training? This is a want that has  
long been felt, and that we had hoped to  
have seen supplied before this, but it seems  
that we have hoped in vain. Until the  
present term we have had something in  
the way of rhetorical, but it appears that  
all this has been abandoned. The differ-  
ent courses, as laid down in the catalogue,  
call for rhetorical during the Freshman  
and Sophomore years, themes from Jun-  
iors and orations from Seniors. The  
members of the Senior class are the only  
ones that have done duty during the pres-  
ent term. However, if all the require-  
ments of the various courses, in this re-  
spect, were carried out, they would still  
fail to meet the real demand.

What is needed is elocutionary training.  
There is no accomplishment more greatly  
to be desired than that of good reading.  
To the public speaker elocutionary power  
is simply a necessity. While a fine deliv-  
ery will not supply a deficiency of  
thought, yet good ideas presented in an  
unattractive manner carry but little weight  
with them. No one who hopes to accom-  
plish anything in life but will be called  
upon to appear, more or less, before the  
public, and the world will judge of his  
powers from the manner in which he pre-  
sents his thoughts; then would it not be  
well, while we are developing our other  
facilities, that we pay some heed to that  
upon which the value of all the others de-  
pends.

It may be thought that the societies fur-  
nish all of this kind of work that is re-  
quired. They do accomplish much in  
this direction, but it will take a long time  
to find by practice what, under proper  
training, we would gain in a short time.  
Besides, we are apt to fall into a faulty  
way of speaking, copying our own errors,  
which from the force of habit it will be  
difficult to reform.

As we have pointed out a need, we will  
also give what seems to us a practical  
mode of supplying it. Of course we  
would all like to enjoy the advantages of  
training under some one who has made  
elocution a specialty, but the want of  
means probably renders this impossible at  
present. The plan which we would pro-  
pose is, that a class be formed from the  
more advanced students, who would wish

to carry this subject somewhat further  
than a mere drill on the elementary sounds;  
that this class be placed in charge of the  
Chancellor, or some other member of the  
faculty, who, while he may not profess to  
be a skilled elocutionist, has at least given  
enough attention to the subject to be of  
great service to those who might wish to  
prosecute the study of this art of speak-  
ing; that instead of giving this as extra  
work to a Professor, already crowded for  
time, as has usually been the case, it be al-  
lowed one of the morning hours and meet  
daily as any other class. If this sugges-  
tion should meet with approval from "the  
powers that be," and it should be honored  
with a trial during the coming term, we  
think we could safely guarantee a large  
class.

Without doubt something of a prepara-  
tory department, in connection with the  
University, is a necessity under the exist-  
ing condition of affairs. But there should  
be some fixed standard of scholarship re-  
quired and every applicant should pass a  
satisfactory examination in all branches  
up to this standard, before being admitted.  
This standard should be as high as cir-  
cumstances will admit, and be constantly  
raised until no candidate should be passed,  
that was not prepared to enter the Fresh-  
man class. The object for which the Uni-  
versity was founded, was not to give all an  
opportunity to become proficient in the  
common branches—our district schools  
are supported for that purpose—but to fur-  
nish the means for instruction in the high-  
er studies. We do not wish to call in  
question the wisdom of those who estab-  
lished the preparatory department, for we  
think it an absolute necessity to the exist-  
ence of the school, but we do think the  
standard of scholarship has been lowered  
to such an extent, as to become absolutely  
detrimental to the best interests of the in-  
stitution. We have said, that the existing  
condition of affairs, made the preparatory  
school a necessity. Now let us inquire  
what is this condition? What are the ed-  
ucational advantages enjoyed by a majori-  
ty of the students previous to their enter-  
ing the University? By far the greater  
number have only had the advantages  
which are offered by the district schools,  
those having the privilege of attending  
an academy or high school before enter-  
ing here are the very rare exceptions.

As the University is a State institution, it  
should be so conducted as to accommodate  
the greatest number possible, and as we  
have said, by far the greater number come  
direct from the district school, hence the  
space left to be filled by the preparatory  
department is those studies lying between  
the branches generally completed in the  
common schools and the Freshman year.  
In the district schools scholars are sup-  
posed to become somewhat thorough in  
reading, spelling, geography, arithmetic,  
English grammar etc.; therefore before be-  
ing admitted to the Latin school they  
should be required to pass a thorough ex-  
amination in these branches.

What we wish to call at-  
tention to, is the fact that  
there is a large number of students in at-  
tendance, who could not pass a strict ex-  
amination in these common branches, stu-  
dents that make no pretention to a proper  
use of the English language, and whose  
knowledge of arithmetic extends but little  
beyond the multiplication table. Now we  
think the admission of such students to be  
opposed to the true interests of the indi-  
vidual themselves, and also of the institu-