

advanced work. The almighty dollar is larger in their eyes than the lasting good of their pupils. We hope this is not true of any of our under-graduates or alumni that may be teachers, but, did they do their work better, did they properly guide and stimulate the mental energies of the youth they meet, whether in the school room or in the town, surely more would come to enjoy the advantages of a school that for six years instruction charges but five dollars.

Now, if never before, is the traditional Sophomore with all his turbulence and wicked and ridiculous "cussedness" generally, outdone by a couple of Juniors at Princeton, who were so regardless of all prudence, law or even common decency as to lead a crowd of "innocent" Freshmen through the streets of the town howling and smashing all the street lamps and making themselves nuisances generally. We quote from the *Independent* in calling them "innocent" Freshmen, and are rather inclined to quarrel with the adjective. However, they receive their just deserts, whether so very innocent or not, and that too at the hands of the municipal authorities. The mayor had them arrested and they were fined by the justice of the peace and severely lectured also, and warned that a repetition of the offense would not receive any such leniency. A little more of this kind of justice would speedily remove the glamour from all midnight carousing on the part of students and make it as disgraceful and as much an act of rowdyism for a collegian to tear up sidewalks, walk off with gates and smash windows as it is for an ordinary citizen. The nonsense and dangerous practices of college secret societies ought to have been treated long ago in just this way. Sooner or later college authorities will have to let the state or municipal law take in hand all such cases, and college rowdyism and hazing will never be fully stopped until this is done.

THE STUDENT, as it has taken occasion to state before, is not a believer in the usefulness of the preparatory department. It is of the opinion that the High School of Lincoln should bear the same relation to our University that the High School of Ann Arbor bears to Michigan University: viz: a preparatory department. If it did the interests of both could be served best. The High School would be built up. It would contain older, and consequently better, students than it does now. By the present antagonistic system the University enters the market as it were, and bids for the children, of the High School, scarcely started in their teens, with minds not sufficiently developed to do the work that a college ought to require. Nor is

this the worst feature of the present system. When a professor of the High School begins to require his pupils to do hard and thorough work, or, when they fail entirely in their examinations, they show their disapproval of his teaching by leaving his classes and entering the University. Worthy additions, no doubt! Such students bring neither strength nor respect to an institution, but they do weaken its powers and humble its dignity. Can it be that such should be the case? Does not the University cripple itself by accepting such students? Its purpose is not to do the work of the common school. The time and energy that professors spend with the sub-freshman classes is lost to that work which properly belongs to them. By a very little trouble, and no extra expense, arrangements could be made so that the High School of Lincoln could fit students for the freshman class in any one of the three courses of the University. In other words the High School could, and ought to be made the preparatory department of the University. Why cannot it be done?

ONE of the good things which the new Board of Managers did at their last meeting, which was also their first, was to provide a table or desk for the HESPERIAN office, upon which are to be kept the exchanges received from week to week. The STUDENT cannot remember that these exchanges have ever before this time been placed where the subscribers as well as the editors of our college paper could have access to them. It is time that all should have the opportunity to see and examine for themselves the papers of other colleges, to which, all things being considered, the STUDENT may be favorably compared. Some of these college papers are quite enjoyable and from a literary point of view are a credit to the institutions from which they come. The sphere of college journalism, to judge by the exchanges, is as boundless as that of the daily press, and all questions of the day, whether of politics, science, religion, or morality, are mingled with translations from musty authors, theories upon ancient languages and philosophies, quotations from Horace and the Koran, original poems and pungent localisms and these last, in papers like the STUDENT, with advertisements. College papers are the medium through which the students of the different colleges express their opinions upon the questions of vital importance to them, make their complaints of unjust and unpopular rules and restrictions, and set forth their own ideas and thoughts upon things in general. In short, the college paper is usually just what the students make it and is the index of their culture, wit, wisdom, loyalty and enterprise. By the very nature of the

case this must be so, as the college paper rather than the columns of the daily or weekly press is the especial property of the student and accessible to him when scarcity of space, policy or some other equally feasible excuse might forbid him the latter.

WHEN one comes to think of it there are really very few who are correct spellers always and everywhere and who, in their daily conversation, are not guilty again and again of the grossest violations of English Grammar. When a student signifies his intention of entering the class in Elocution and spells it "Elecushun," one feels like suggesting to him the propriety of purchasing a spelling book. Candidates for the "Kemestry" class are evidently in need of the drill afforded by the district school and the old-fashioned spelling bee. Even Prof. Howard would scarcely recognize the "Aushunt History" class, though he may a certain member of it unless the young man adopts a different system of orthography. In the opinion of the STUDENT children and young people generally are not the good spellers they used to be. The new methods of teaching, the enlarged courses of study, the many branches now embraced in the common school system which were formerly supposed to belong especially to the academies and colleges, necessarily prevents the time being given to the "three R's" and to spelling, to which of old they were entitled. And speaking of spelling we are reminded of that commonest of all mistakes in grammar, a mistake which even well educated people make, which we hear from the pulpit, the lecture platform and the professor's chair, the mistake of using don't for doesn't. Some phrases, through general use, gradually become to be recognized as allowable, and into the English language have thus been adopted children of a foreign birth naturalized by custom, precedence and their frequent appearance in the works of standard authors. But no amount of custom or use by writers and speakers of all sorts will ever justify so flagrant an abuse of all grammatical rules as he don't, and it don't. The absurdity of the whole matter appears plain when the abbreviated form is dropped and one attempts to say he do not, or it do not. And yet if one does not believe that seven persons out of every ten say don't for doesn't, try the experiment of listening carefully to the conversations one hears and keep an accurate account and the result is simply disgraceful. We have been more unfortunate than most people in the acquaintance with the world in general, if it be not found that we have made a very reasonable estimate that seven persons out of every ten almost invariably say don't for doesn't.