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It is carrying things a little too far when a student is so reticent that he won't even tell the professors what he knows about a lesson.—*Notre Dame Schoolastic.*

Germany is, perhaps, behind the United States in one thing. The *Northwestern* is responsible for the startling statement that among all her colleges and gymnasia, but one has pluck enough to publish a college paper.

C. C. N. Y. *Journal* says that there one hundred and ninety college papers published in the United States. If these be correct figures there just one hundred and eighty-five sophomorical local editors writing for the American College press.

We quote the following from the *University Magazine* of Athens, Georgia, to show widely opinions differ even among collegians. "We are glad of his (Cleveland's) triumph not merely because he is a democrat and opposed a republican. We are glad because virtue rose while vice fell; because honesty triumphed while dishonesty was defeated; because right will rule, and not wrong. From our hearts we say, "hurrah for Cleveland and Hendricks."

Cabinet making seems to be the principle business of most of the democratic and republican organs at the present time. There is not a single prominent democrat from Maine to Texas who has not been suggested for some secretary-ship and not one save Dr. Miller, of Omaha, whose appointment would not cause blood shed in the opinion of some prominent journalist or other. The moral of this bit of statistics plainly teaches that Dr. Miller ought to supercede Cleveland and run the whole executive machinery for the coming four years, if peace and harmony are to be much in demand among the ranks of the once more-united-around-the-public-manger democracy.

It is not growing like a tree
In bulk, doth make man better be,
Or standing long an oak, three hundred years,
To fall a log at last, dry, bald and sere.
A lily of a day
Is fairer far in May,
Although it fall and die that night;
It was the plant and flower of light!
In small proportions we just beauties see;
And in short measures life may perfect be.

—Ben Johnson.

LANE SEMINARY.—In the chair of Theology, this year, in this Seminary, the method of instruction has been changed from the lecture to the use of the text books. The books used are the works of Henry B. Smith and Charles Hodge. There is a growing feeling, especially among the student in most institutions, in opposition to the lecture system, and in favor of the use of text books, in

theology, logic, mental philosophy, and such abstract sciences. In history, political economy, and and physical sciences the lecture system will, perhaps, ever remain popular and effective, for the reason that definitions and principles are few and easily understood while the chief knowledge imparted consists of facts to be stored in the memory. In abstract science the burden of work and thought is definition, formula, philosophical construction requiring the use of the reflective more than the receptive faculties; thought, rather than memory. Hence, the student needs to go into the class room having studied his lesson, and the work of the teacher is mainly to correct and extend his knowledge, rather than to pour into his memory ideas which he has no time, in class, to digest and store up as stock in thought for future use.

Don't imagine your entrance has made a new epoch in the history of the University.

Don't attempt to graduate in more than three courses.

Don't think you can do a week's work Saturday and still have time to take in that game of base ball.

Don't attempt to find a substitute for the marking system.

Don't pronounce a final judgement on the value of classical studies.

Don't give advice to the faculty.

Don't humor that incipient moustache until the sophomores have made their annual visit.

Don't hold more than one class meeting a day.

Don't put off ten days' work for the next holiday.

Don't sit down and wait for an inspiration when you write that essay.

Don't tell us anything more about George Washington—unless you happen to have been personally acquainted with the gentleman.

Don't undertake to instruct a sophomore in the rules of base ball.

Don't think you can do a term's work the evening before examinations.

Don't recite your lessons at the dinner table.

Don't invite the sophomores to your first class meeting. They are expected to be present *ex officio*.

Don't spend all your time thinking about how much you have to do, and the other half in thinking about how much you are going to do.

Don't adopt your class motto without debate.

Don't make it a habit to carry more than thirteen grammars and dictionaries with you to the class room.

Don't spend above an hour a day in wondering how much a senior knows.

Don't plan to make up more than three studies during vacation.

Don't try to explain away "that flunk." Life is too short.—*Academia.*