

useful or creditable citizen of the republic. To be sure, there are objections to the society with which the fastidious mother's children must mingle more or less in the public schools, but these are not really very serious, and for the most part the influences complained of are far more salutary than hurtful, and are especially needed by the children which are most likely to be sent to private schools. The child that is too good or too polite to get his elementary instruction in the common schools of Lincoln, and is sent to any private school here on that account, had better be made over as soon as possible, and the common school is the very place for the operation to be performed. Matthew Arnold, in a recent address at Franklin university, lamented the inferiority of the English public schools to those of the continent and of Germany, especially in regard to the training and influences which "make the children human." He hinted, and with good reason, that our public schools are open to the same serious criticism. The training and the personal influences of teachers which would awaken and develop the higher sentiments and emotions, taste for the beautiful, love of the truth and a proper religious spirit, are too nearly eliminated from the rigid formula of our public school instruction, which tends to make children intellectual acrobats and nothing more. But there is nothing in the private schools of most western cities that is as good as this exclusive mental drill. As the public school pupils approach the higher grades and departments of the system, they begin to feel the influences of a higher and broader training which goes "to make the children human" as well as to bring about the best intellectual development. These sentiments are, of course, not meant to condemn or find fault with those good people who send their children to sectarian schools from religious motives.—
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It is very amusing to watch the efforts of the management of some of our high schools to spread the erroneous idea that, although only a high school, they offer the most thorough and practical course of any school in Nebraska. One cannot help smiling when, after reading the glowing description of their use of the most modern methods of teaching the sciences, we investigate and discover that the most elementary text-books are used, that laboratory work is machine work, not original and independent investigation, that comparatively no field work is done and that the recitation is simply repeating the substance of their text. Such work is altogether too premature. To fill a student of fourteen to sixteen years of age with so much of text and with so little of the principle involved when he is utterly incapable of assimilating much of what he reads, is nothing but a waste of time. In the first place, the education in science to be got in even the best of our high schools is not comprehensive enough to give one a sufficiently thorough understanding of the subject, nor is it broad enough to aid us materially. In fact, it hinders, because of the mind being stuffed with an unassimilated mass, in pursuing the subject farther. Men who fill the position of principals of such schools are those who, blind to the progress of western culture, conceive themselves able to manage efficiently what in the west we would call a college, and in pursuance of that idea try to make their high schools appear as much like a college as their means and ability will permit. To examine the printed courses of study of such schools, one would naturally be led to believe that it was a miniature college, and to produce that impression they put such studies as Geology, Astronomy, Political Science and English Literature into their courses. The ultimate effect of teaching such branches which should only be taught to studious and well-

read students, is to stunt their minds and render them incapable of examining such subjects in any but a narrow way. Why should not our high schools fill their proper sphere and prepare students for our colleges instead of giving them the idea that a completion of their course fits them for any station in life as well as any Nebraska institution can fit them? Nebraska schools should form a system and not a collection of separate and cross-purposed institutions. The vaulting ambition of some of the principals (or would be presidents) should be checked and their energies turned, not toward making their course of study broad and comprehensive, but thorough and practical.

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We are more and more convinced by the efforts of the Methodists of Nebraska to establish schools that they of all church organizations are widest awake to the advances making in systems of education. Their latest move is in the direction of a university that shall not take the place of their colleges already established, but which shall stand in respect to them in a similar position to that assumed by our State University toward the high schools and academies of the state—an institution of higher training which is to be fed by the academy and the college. This state can and will support such an institution; it is needed for the higher theological training. But the agreeable and most promising feature of the proposed institution is that it shall be a university. This, we consider the wise and promising feature. To divide their energies for the support of two or three rival colleges means only poor success, if not entire failure. To support such colleges as feeders to a university means that they shall be considered as of secondary importance, that they shall be made as nearly as possible equal as preparatory schools, and finally that neither the university nor the preparatory schools are to be only half supported, and hence only half successful. With the whole matter in the hands of a single board of trustees, who will be careful that the entire system from the smallest feeder to the university itself shall be made the very best, success is necessarily assured. It will moreover be free from the objectionable feature of a sectarian college, founded as it must be upon the broader and more liberal plan of a university. And finally, there is strong talk of its being located here. We cannot answer as to the wisdom of that move, but apprehend that a better location could be found in the state.

HEARD IN THE HALLS.

"I know not what the truth may be,
I tell the tale as 'twas told me."

Ask Clark (Bert) about his Plattsmouth trip.

Did you leave a ticket this morning, Mr. Spurlock?

Messrs. Reese and Reavis report a pleasant trip home.

No, Stephens; we don't believe you talked about the pretty delegates, but they do!

Ev. Eddy evidently don't know what books he has read, at least so says the Prof.

The ancient law class got wound up on the "Theory of the Law of Nature." Poor 'creatures!

Now is the time to buy coal. We don't get anything for this but may if you leave your coal house open.

Amos Perrin, the brother of ye editor-in-chief, formerly at home on account of fever, is with us again.

Spurlock's record is broken. Thrift goes home every day. Come, George; brace up and speed yourself.