

## THE DAILY NEBRASKAN

A newspaper devoted to the interests of the University of Nebraska.

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"Minnesota must be beaten" ought to be the motto of Nebraskans from now until after the game.

Saturday's game ought to bring out a crowd, after the magnificent showing made by the team at Kirksville.

Nebraska has started the football season right. Her goal line is as yet uncrossed. Let every student see to it that he does his part to keep it so.

Nebraska's showing at Kirksville ought to be an encouragement to the supporters of the team. The Osteopath team is a strong one and their failure to get the ball close to Nebraska's goal line is a good indication of the strength of the team.

The debating association has now patched up the little differences that prevented it from doing the best work. All is harmony now and it is to be hoped that nothing will come up to prevent harmonious action in the future. If a new opponent is added to Nebraska's list in the shape of Leland Stanford so much the greater effort must be put forth to keep up the old standard of debating in the University.

In another column appears an article on debating coaching as it is carried on at Harvard. The merits of the system are too obvious to need commendation here. If coaching is a good thing for athletic teams it certainly ought to be just as profitable for debating teams. While the Harvard plan is too expensive to put in operation in the University of Nebraska some good features of it might be appropriated without much expense. For instance, graduates who had achieved success in debating might be induced to devote some time to directing the debating teams. This would increase interest and also insure a better preparation for the final debate.

### CHANCELLOR ANDREWS MAKES CORRECTIONS.

Reports in a Chicago newspaper last month asserted that Chancellor Andrews in one of his lectures before the

students of the University of Chicago had upheld and advocated the telling of lies under certain circumstances. Later reports were also sent out charging him with expressing sympathy for the Chicago anarchists in a conversation on a street car. In order that the students of the University may understand the absurdity of these reports the following statements by the Chancellor are published:

"A report is in circulation to the effect that in a lecture on Veracity last month at the University of Chicago I taught that under certain circumstances lying is justifiable. This report is absolutely false and without foundation. Some careless reporter must have ascribed to me a view which I mentioned only to refute it. In the lecture referred to I maintained with all the logic and warmth at my command that lying is never justifiable under any circumstances or for any purpose whatever. No other idea of my meaning could have occurred to any attentive listener."

"Fragmentary reports of a recent conversation to which a few neighbors and myself were parties do me great injustice, seeming to rank me among sympathizers with anarchy. Nothing could be more absurd. No man alive abominates anarchy in every form more heartily than I; perhaps few have done more with arms or with pen to repress anarchy. I myself have nothing to keep back, but as parts of the conversation referred to might be thought to compromise the other parties I will not detail it without permission. Suffice it to say that all urged opposition to anarchy, I as earnestly as the rest, only our methods differed."

### A BAD TENDENCY.

In a circular letter to city superintendents, State Superintendent Fowler says:

"We also commend to your careful consideration the state courses of study for high schools as outlined in the Nebraska High School Manual, issued jointly by the State University and this department. Heed the criticism made therein by Inspector J. W. Crabtree in that part of his report entitled, 'A Bad Tendency.' The University authorities should also give serious thought to this part of Inspector Crabtree's report."

The following is the portion of the inspector's report to which Superintendent Fowler asks the University authorities to give serious thought:

"The strong desire of high schools to affiliate closely with the University, while on the whole beneficial, has produced an unfortunate tendency among the smaller schools, to carry heavier high school courses of study than is consistent with the size of the town. The University has advised against these heavy courses, and yet University influence is responsible, in a measure, for this tendency. The influence comes from the announcement that certain studies usually called 'preparatory,' now carried by the University, will be dropped in a short time. The high schools expect, each year, this action of the University to take place the following year. They prepare for it by making a four-years course of study to fit their graduates for freshmen classes.

"There are twenty-five high schools in the state strong enough financially to carry four years' work; there are sixty that could safely attempt three years. It would be unwise to limit our accredited schools to the twenty-five ready to do four years' work, because that would place certain portions of the state at a disadvantage. It would be equally unwise to force the sixty weaker places to go beyond their means in order to reach the University, yet,

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by including these, almost every county would be provided with a school whose graduates could enter the University. In other words, the conditions in this state are such that the University ought for many years to continue to receive the graduates of good three-year high schools, and to arrange the courses in the University so that such students can graduate in due time. Graduates of three-year courses enter now, but the announcement that the University will drop in the near future all so-called preparatory work, is doing the harm. If it could be announced officially that the University has no present intention of placing the minimum entrance requirements out of the reach of good three-year schools and that graduates from such schools will not be placed at a disadvantage on entering, it would greatly lessen the tendency to top heavy courses among the smaller accredited schools."

### DEBATING COACHES.

The reputation of Harvard in debate is such that any system of training her debating teams deserves careful consideration. One of the strong points in the method followed at Harvard in developing her representatives in debate is the securing for each team the services of a debating coach. The person selected for this work is usually one who has achieved distinction in former debates and is willing to devote his time and services to the securing of the best results in the development of the team. The Crimson discussed at some length the advantages of the plan:

"Probably few realize the value of the services of the debating coach. Unlike the coaching of athletic teams, his work is very conspicuous, but it is none the less essential to the development of a good team. The men who are picked for the team must of course do the work of gathering evidence and learning thoroughly the ground which is to be covered, but it is almost invariably found that the men, having chosen their side and worked up evidence to support it, become so fully convinced of the strength of their own position that they fail to realize the strong points of the other side and their own weaknesses. It is at this stage that the coach does his best service. He sets the second team to building up an opposing case, and taking himself an unprejudiced point of view he is enabled to pick out all the weak points of his team, to give proper emphasis to strong points and to prevent the men from making unsupported assumptions and obscure transitions of argument which the audience and the judges would not be able to follow. In fact he criticises as much as possible from the standpoint of the audience and the judges. Having this outside view he is able to divide the ground between the three men, giving each his part of the case to prove, and arranging the speeches in such a way that they logically lead up to one definite conclusion. The co-operation of other graduates has always been especially valuable to the head coach in that it



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has given him the benefit of the opinions of a larger number of practical men in criticizing the case, and in providing a defense for every possible attack. Year after year the coaches, taking hold of comparatively inexperienced men, have turned out winning teams, and it is to the excellence of their work in no small measure that the superiority of Harvard debating is due."—Minnesota Daily.