

The Daily Nebraskan

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Staff Editorials.

Now the underclassmen will have a chance to show their "University spirit." The junior-sophomore debate comes off Saturday night. This is an affair which vitally concerns one-half the student body and is of considerable importance to the rest. Enthusiasm and support in this event will be shown, however, chiefly by the size of the crowd in attendance. How well the classmen support their teams will be indicated by what percentage of the crowd is made up of sophomores and freshmen. It is time to act. Disconnect with ten cents, and be loyal to your class debaters. When the junior basket-ball team appeared on the floor Saturday night and looked the audience over, every man on the team asked, "Where are the juniors?" Some six or eight familiar faces were recognized scattered about among the crowd, but the hoped for rooters' squad was a minus quantity. The team received but little support throughout the game, while disheartening cheers for their opponents rang in their ears at frequent intervals. Of course it is natural for the crowd to support the losing team, but it seems as though the upper classmen might have done more for their own players. They will have an opportunity to redeem themselves, however, at the championship game, and it is hoped they will avail themselves of it.

This week will end without any class basket-ball games being played. This is regretted by all concerned. So long a gap of time between games has a tendency to cause interest over these class contests to wane. It is announced that the senior-freshman game had to be postponed on account of the failure of the freshman manager to comply with the class athletic rules and submit the names of his men in time. This is very unfortunate, as the basket-ball season is nearly over and these class contests ought to be pulled off at once. Nevertheless, it was better to postpone the game and live up to the rules than to violate them, in which latter event the losing team could claim the game.

The sophomores are to be commended for the support which they gave their basket-ball team Saturday night. The majority of the crowd was second year men and every man on the soph team got his merited individual praise, as did the team as a whole. At times the yelling was deafening and would continue for two or three minutes at a time. There is one suggestion to be made, however, and that is that these rooters effect a more perfect organization. Much more could be accomplished if they would give certain yells in unison than when everybody yells anything at any and all times.

The Nebraskan feels quite complimented by the number of copies of each day's issue that are now disappearing before they reach the subscribers' hands. We are glad to have the paper read, even if you don't feel like paying for it. But please take the same party's paper each day, and then he'll get in the habit of calling at the office for it. You, individually, can do at least that much to accommodate us.

Convocation Notes

Program for the Week:

Thursday—D. A. Dorsey: "Andrews' Raid."
Friday—Music program.
Rev. B. M. Long, chaplain for the week.

Yesterday's Exercises:

Dr. McAllister of Pittsburg spoke in chapel yesterday morning on "Christian Culture." The speaker dealt expressly with the broader purpose of a college education and expressed the hope that the students in the University of Nebraska do not come here to cram and answer questions in a mechanical manner. There is something within us to be trained—our souls and personalities—of more importance than anything else. University training is for the purpose of developing our personalities and fitting us for the state duties and responsibilities of after life. There is a personality in our consciousness—we are immortal and related to God, being created in His image. We should be so trained in our responsibilities that we may develop in the moral likeness of Christ. Wherever we may be in after life the highest development is essential to our welfare and we should be fitted for the struggle against evil.

Uni Students Worked Too Hard?
(Continued from page 1.)

his professors and get through in a creditable way. He lives in greater luxury, many times, than our governor, spending \$1,000 on his room alone. There are too many things to detract the attention of the eastern student from his work. The youth attends school there in order to spend time and money and have a good time, while here we attend the University for what we can get out of a course of study. We are not rich, and so our future is not already assured; we must make it ourselves.

One of the professors who has studied in several eastern institutions thought that "There is not much difference between the work done here and that accomplished there. The difference rather lies in the time limitation that our University places upon the student for getting out his lesson. I have nothing but contempt," he declared, "for the plan of requiring two hours on each lesson. It is not pedagogical and tends toward the mechanical. A professor who cannot create interest enough to impel the student on without such a requirement deserves no place in the faculty. The student who has to make up a time card and hand it in at each lecture will not work faithfully and intensively. He puts in his time at studying, dreaming, talking. There is a class of students who will not work, and it is unjust to make those who do study waste their time because of those who are determined to be idle. If they will not work, let them go. I am satisfied when I find a half-dozen in my class who are diligent and really studious. Eastern colleges make no such time require-

ment and their students seem to make as great, perhaps greater, progress. To be sure, they are more mature. They are born and raised in an atmosphere of culture. Our students, however, are better material and promise more, because they come from the farm."

Does University Life Suffer from "Digging"?

On this point there is not so much to be said. The general opinion seems to be that there is such a wide difference in students that a general statement would not cover all conditions.

It was the opinion of one that "those who apply themselves too closely to books lose the experiences that develop the practical side of character, while those who pay more attention to social functions do, not get the rigorous training that makes a strong intellect and enables one to see clearly the relations between cause and effect."

None were in favor of the grinding process, for it leads to unsociability and does not quicken the perceptions of the student. The youth who grinds for the sake of marks and student honors, who has no further aim, wastes his time. He must have "hitched his wagon to a star" and then his weary hours of toil will ultimately bring him to success.

Is After-School Life Injured?

When interviewed on this point, one professor said: "I would divide students into three classes—those who confine themselves to books, those who do not work much, and a larger class who study but never systematize their work. The first class will have the greatest readjustment to make when they get out into actual life work, but they will make the best men and women in technical work and will fill the most responsible positions; those of the second class will probably be good at getting on in the world, but they, in spite of the fact that their time is here taken up in social matters, will not understand human nature much better, for student life and life outside the University are so different."

Another thought that "Knowledge from books is of little or no practical value; the student should not seek knowledge for its own sake, but try to get the broad view that is essential to the successful man of the world. The grind cannot succeed until he has

worn off customs formed in the University, and has become acquainted with his fellows and affairs of common life."

Should a New Standard be Raised?

As to whether or not a new standard should be established in the University, it was the common opinion that there should be. One professor would "separate more completely the graduate from the undergraduate work. As it is, there is no difference; the graduate school is a continuation of the undergraduate course. When the student has attained to a certain stage of maturity, he should be allowed to carry on his investigations independently, and not be held down to system. Then, too, the last year of the college course should be conducted on the graduate school plan. It should be a grand summing up of the whole, a systematizing, a rounding out of the students entire work."

Another said, "The standard ought to be raised, but this cannot be done until entrance requirements are also raised and this cannot be easily done until our secondary schools have become more efficient."

It was the opinion of a third that, "The standard should be raised so as to make those who have ability bring out the best there is in them. Some concessions could be made to those who could not come up to a standard of, say, eighty or eighty-five. In P. B. K. elections it is noticeable that the girls usually carry off the honors. This is no doubt because our best boy students have other interests, such as debating, that take their attention from books. A higher standard might make some difference in this matter."

It is the price that students can afford that we make on spring suits and hats—\$25.00 suits, \$2.50 hats. The Toggery, 1141 O.

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