

# THE NEBRASKAN.

Weekly Newspaper Issued Every Friday Noon at the University of Nebraska.

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STAFF ARTISTS.  
C. C. Culver, V. O. Wallingford

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The special chapel service Monday is the beginning, we hope, of an enjoyable custom. The crowded condition of the chapel shows how the idea was received. Even the behavior of the "frats" was subdued. Everyone was pleased at the pleasant little change.

The establishment of a teachers' course in the university should meet with the greatest favor by the people of the state. The number of university students who teach school after their graduation is surprising. As a rule, however, their preparation has been such that they cannot secure the best positions. The new course offers the opportunity of a regular college education. It will not "spoil" anyone if he does not desire to teach after graduation. The required work may be elected by students in other courses—thus it will not interfere with any preconceived notion of what a college education should be. It will be a boon to all teachers who have had such a training that will admit them to pursue it.

There is no doubt but what the opportunity will be seized and the importance of the new course recognized by the teachers of Nebraska.

It is to be hoped that the cadets will realize their dream of a week of camp life this year. Through a combination of circumstances it was dropped last June. As a rule the new cadets are not greatly impressed with the idea. They have not realized its benefits and pleasures and are loath to lend any interest or aid to the project. This is naturally discouraging to the commandant and his assistants. It is assured that the strong objection brought by the faculty last year will not be pressed. Their position in the past has hardly been reasonable. If the proper steps are taken at once they can easily arrange it so that there will be no interference with regular college work. The week's camp is a regular provision of the military department. With inspections and dress parades the cadet has to work harder for his hour's credit than for a like amount in any other department of the university. There should be nothing to prevent the week's pleasure he has looked forward to during the whole college year.

The battalion, we are sorry to say, is not doing as efficient work as it ought at this time of the year. It is hardly two months before prize drill, and a remarkable improvement must be made in discipline and movements if a creditable showing is to be made. May this not be easily done? Certainly, if every individual cadet will assume the responsibility of doing his part well. Those cadets who are drilling for a pastime should from now on assume a different tone. The slothfulness and inattention in ranks are quite apparent to the observer. These are uncalled for after six months of rigid and thorough discipline. The next prize drill ought to be better in every respect than any preceding. To make it so requires strict attention to business three hours in a week. If the officers would be a little more exacting, perhaps the slothful cadet would awake to his importance in the company. Let each and every cadet brace up and strive to make his company the winner of the Omaha cup. The Nebraskan does not wish to find fault, but our pride in the battalion and thorough military discipline bids us to give a timely warning.

Perhaps the greatest intercollegiate event of the year will be the second annual Kansas-Nebraska debate, to be held in this city the first week in May.

The debaters have spared no time in getting a complete mastery of the subject, and a vigorous contest may be certainly anticipated. No other opinion could be formed, since the two leading universities in the west are making careful preparations to see which will carry the banner of victory when brains instead of brawn is the question at issue. The grand success which has crowned the debates between the eastern colleges certainly assures interest in the coming debate. The debate is gradually supplanting oratory. It is the true intellectual rivalry. Then let every student avail himself of this opportunity to attend the debate and drink deep at the fountain of true college spirit.

Our debaters are strong speakers and of recognized ability. They will prove a worthy foe for the men from Kansas. This friendly rivalry will surely arouse intense enthusiasm and bring back the old-time vigor in the triumph that awaits us. Let every student, between now and the contest, arrange to give earnest and enthusiastic support to the crowning event of the year. Awake to the fact that college spirit is an essential factor in college life and in promoting higher education. Let us give the debaters from our sister university a royal welcome, and demonstrate beyond doubt our hearty co-operation in everything that stands for the brightest and best in the broader and better education of today.

The members of the faculty are persistent in their efforts to raise the standard of the high schools of the state. The steps taken to lengthen the period of historical study and to introduce more effective methods of instruction should not fail of realization. This change has been a long felt need. It is becoming quite apparent to those teachers who are familiar with the university and its methods of instruction. A little thought shows the real ground for their mistaken beliefs, and the merit of the proposal. The lectures of Professors Fling and Caldwell before the county institutes have disproved the popular error that historical research is an easy study and is a subject within anyone's reach, without the proficiency necessary for other branches of knowledge. There is such a thing as method in the study of history. Without this it is lowered from its true place as a branch of knowledge and is thus judged by a false standard. The assuming ease of the subject, its freedom from technicalities, the way in which it connects itself with all other studies and the necessity of getting a few vague ideas of it, all serve to make this important branch the spot of the unlearned. It is time that our high schools understand the real difficulties of historical study, of the nature of historical evidence and the purport of unity in history. The historical inquirer should not be limited to a class of professions, under the present methodical study. High school pupils may get an insight into the real science of history and be more proficient for effective work in college. Our professors with the co-operation of the county superintendents promise to reveal some important truths in the teaching of this subject.

If you get up too late for breakfast Sunday morning, come down to Francis Bros.' restaurant, 127 no. 11th and get a plate of cakes and coffee. Special offer to students for ten days. A \$1.10 ticket for 80 cents.

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**She Kept Her Word.**  
"Bear me out," he implored.  
"Certainly," she answered.  
In the struggle that ensued between the youth and her old man she did not forget her promise.  
She listened until she distinctly heard her suitor strike the sidewalk.  
Then she knew he was out.

**Attracting the Men.**  
Husband—"I don't care to go to those lyceum lectures any more. There's never any one there but a few women."  
Wife—"Oh, there will be plenty of men there to-morrow, my dear. The lecturer is a Buddhist who is expected to make mince-meat of the Christian religion."

**Ready to Eat at Once.**  
Tramp—"Please, mum, I've got a wife and seventeen small children—"  
Housekeeper—"I've heard that story for years."  
Tramp—"Then, mum, you probably have it by heart, and there's no need of me spoilin' my digestion by tryin' to tell it between mouthfuls."

**Rather Hopeless.**  
Gus—"Did you make an impression on that pretty girl you got so wild about?"  
George—"I'm afraid not. When I called, she summoned her chaperon, and then the two spent the evening arguing the points of a new costume, with me as umpire."

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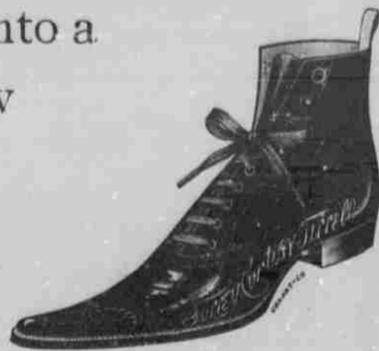
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