

# THE NEBRASKAN

A Weekly Newspaper Issued Every Friday Noon, by the Students of the University of Nebraska.

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The Nebraskan will be sent to any address upon receipt of the subscription price, which is one dollar a year, or fifty cents a semester.

Contributions are solicited from all. News items such as locals, personals, reports of meetings etc. are especially desired. The Nebraskan will be glad to print any contribution relative to a general university subject, but the name must accompany all such.

Address all communications to The Nebraskan, University of Nebraska.

THE annual prize drill this year promises to be the most warmly and closely contested of any for some time. The four companies have been doing very effective drilling and the interest taken by the individual cadets in the extra drills shows their determination to reflect credit upon themselves and their respective companies. It is no slight honor and recognition for the work and discipline of the officers and privates of any one of the companies to win the Omaha cup. It is a just test of the efficiency of the work being done. The university certainly takes pride in the battalion and earnestly commends the efforts of the cadets in their willingness to do extra drilling. Captain Gullfoyle speaks highly complimentary of the companies and urges that the thoroughness of the discipline of every cadet will be creditably exemplified in the prize drill. It is needless to say that the faculty and their wives and the student body will be out in full force and cheer on the companies in their friendly rivalry. Do not go with the intention of sitting still, but take your voices, your college colors, and make this event a gala day, filled with the spirit of genuine college enthusiasm.

THE university debating association should arrange for a series of debates with Iowa or Minnesota universities. We have enough students and debating material to have at least two or three annual debates. One debate a year does not keep up the enthusiasm necessary for the most effective results, as our previous experience will certainly show. Harvard, Yale and Michigan universities carry on as many as six debates annually, and the metropolitan press speaks highly of the fruitful results. This sphere of college life is becoming immensely popular with the general public and is certainly invaluable in the training of college men. Having a few more interstate debates, will give a strong incentive for home debating and enable many to share the honors of inter-collegiate contests. Let us at once take active steps to bring about another annual debate with some of our sister universities. We have the talent and certainly the courage to take a firm stand alongside of other institutions in this matter. All that is necessary is for the debating association to take the lead and we venture to say that the outcome will be profitable to all concerned.

"MODEST doubt is the beacon of the wise." We doubt very seriously the wisdom and justice of the attitude taken by The Courier towards the university and the students upon matters of which it has no concern. We certainly deprecate the untimely policy of parading before the public disparaging and unmerited criticisms upon matters which distinctly belong to university circles. We always welcome wholesome advice and friendly counsel, but we fail to appreciate those write-ups which are vituperative and derogatory in character. The last two issues of The Courier have been preeminently of that nature. We would doubtless think that university students had deplorable weaknesses if our memory did not serve us to the contrary and tell us that "roasts" and pessimistic views of things have ever been The Courier's ideal of journalism. What its motive is would puzzle even Cato's head. No one wishes to conceal the truth. We would gladly have the public know the facts about every university undertaking. But it is far from polite and is decidedly indiscreet to clothe facts with words contumely written. It deceives the reader and confuses him as to what is fact and what is fiction. Apropos, the public has a moral right to have plain and unadulterated facts. And The Courier's efforts to interpret facts concerning the students has complicated affairs and shown conclusively its stupidity and near-sightedness.

The university has shown itself capable of adjusting its own difficulties without the

aid of The Courier's voluble pen. Whenever we fail in this regard there is ample time to arouse the anxieties of an inquisitive public and ask for its earnest cooperation. It comes with decidedly poor grace to speak harshly of "ploughboys" and accuse them of "anarchy." We are conscious, however, that reasonable men will hardly give such reflections a passing thought. And we owe an apology to our readers for imposing upon them a reply to what we candidly think is an imposition upon student honor. But, as in all things, "there is a limit at which forbearance ceases to be a virtue." Regardless of what The Courier may say in the future, we shall ignore it and thereby adhere to our long-honored policy of abhorring that which is evil and cleaving to that which is good.

THE steps taken by the faculty to aid in getting positions for those seniors who desire to teach, are deserving of commendation. The faculty committee can act with unity in this regard and bring pressure to bear on the high school boards of the state, that will be effective in securing college trained teachers. Unless the university authorities take united action, it becomes almost impossible for university graduates to get a creditable school. This difficulty is not due to their incompetence or inefficiency, but to the fact that the people do not appreciate and see the wisdom of having thorough, disciplined minds at the head of the public schools. No efforts should be spared in removing this false impression. The college graduate, to be sure, has his weaknesses, but on the average his training and advanced ideas of teaching enables him to do very efficient service in our schools. The youth of our state merit the best of instructors. This want should be supplied so as to insure proficiency among students, when they enter the regular university course. If our university course has done anything it has certainly fitted graduates to take high standing among school teachers and has enabled them to introduce the most advanced and thorough methods of teaching into the public schools.

ONE of our professors recently said that the students of American universities were not accomplishing as much as they ought, compared with those of European universities. Such a statement is a gloomy view to take of the wholesome efforts of American educators. We candidly admit that our methods of teaching have their weaknesses, but we fail to appreciate the supposition that German universities have reached the ideal. Those American students who put the finishing touch on their mental training in European universities always take pride in telling us about our deficiencies. The progress being made in American universities is certainly remarkable and deserves praiseworthy commendation instead of harsh criticism from a European point of view. We must remember that the democratic environment of our school system must be productive of different results than the monarchical and semi-aristocratic environment of colleges across the water.

The professor further depreciated the attitude of students toward their instructors, in that they would not accept without discussion the statements made by the professors, and that college papers endeavored to voice sentiments adverse to those in authority. If we were unfortunately living in a society with monarchical and aristocratic tendencies, we would accept such assertions as absolute. The educational environment of Emperor Wilhelm III. is not congenial to American customs and habits. The students of our universities believe in investigation, and a careful examination of evidence from whatever source it comes. Nothing should be accepted as final until its ultimate source has been weighed with an unbiased mind. No one is above criticism whether he be a professor or one at the helm of the ship of state. There is but one true source of information and that is original authorities. That professors know more than their students is an admitted fact, and it would be a discredit to them if the opposite were true. Since every man's own personality enters into the interpretation of evidence, we frankly recognize the wisdom of profitable class discussions. It bespeaks ill of educators to inculcate in the students mind, the acceptance of everything for granted, without an impartial investigation and research, because it comes from one who is supposed to know more. We earnestly believe that every man's opinion is entitled to thoughtful consideration, but it should not be accepted as final. The college paper only strives to voice student sentiment and nothing more. It does not aspire to govern or dictate but to discuss, advice and urge deliberation in all matters of public concern. Public opinion is the final tribunal in this country and it is due to such environment that American universities are compelled to diverge from the customs and manners of European universities.

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