

was short sighted or dealt in shams. For one pupil that comes to the university from an accredited school, five do not, simply because they have been impressed with the belief that their education is finished. A long accredited list may look well in the catalogue but it is an easy matter to get accredited. All that is necessary is to put certain studies—Greek, geometry, "mental science"—on the curriculum. That nobody has ever taken them, ever will take them, or can ever be prepared for them, matters not. The work of the faculty in this matter savors slightly of red-tape and time-serving. What shall it profit a university if it have a large number of students and gives degrees to every Tom, Dick, Harry (and regent) who wishes one?

An instance or two may not be out of the way. The university faculty succeeded in getting a high school raised to the major course by placing Greek on its curriculum. Yet there was nobody connected with the school capable of teaching Greek. In one high school (not far removed from the university) it was understood, as a matter of course, by the "graduating" class of last year that no one would be prevented from graduating on account of negligence in work or incompetency, because the principal wished to "graduate" as many as possible. In more than one accredited school the principal would be unable to enter the sophomore class of the university. Verily, something is rotten in Denmark!

If the university would be strict in its standard of admission even to losing a student or two, would not wink at incompetency for the sake of popularity, would make the requirements for graduation something more than mere course-grinding, would be more careful than hitherto in the distribution of M. A. degrees, in a word, would be less bound by conventionalities, it would make the work of those of us who are trying to infuse a little honesty, humility and scholarship into education less arduous.

The above remarks are based on a direct personal acquaintance with four of the accredited schools and upon an indirect acquaintance with several more:

GEO. W. DANVERS, '90.

*Editor Alumni Department, HESPERIAN:*

I feel like "killing time" this evening, so think, perhaps, it may be an opportune time to fulfill my promise of an item made to you before leaving Lincoln.

One finds here in John Hopkins a university in both senses of the name; a collection or group of colleges,—the English university; a school for advanced and original work,—the German university. This is certainly a group of colleges doing advanced and original work. I think the heads of more than one department here can say, and substantiate, what a professor not long since said to me; that "The greater part of the original work worth publishing in this department of science in the last ten years in this country, has gone out from this university."

To one coming from a university where the whole work is the under graduate work, the exclusiveness of the students is a very noticeable factor. The men group themselves off intuitively, as it would seem. The biological fellows know no one but biological fellows and a few chemistry men who put themselves into the sanctity of their circle by taking biology as a subordinate subject. Then there are the geo- and mineralogical group; the modern languages, the historic, politic, and economic, the mathematical, physical, and the classic-philological groups, each group as perfect strangers to each other in the university world here, as the Methodists, Campbellites, Adventists and you "agnostics" are to each other in the student world at Lincoln. The faculty seem to deplore the fact, and try to encourage intercourse between the stud-

ents of the different departments, but to no avail. Possibly if the faculty should try teaching this by practice rather than by precept they might secure more association between the fellows from the different departments.

Yet this departments exclusiveness is only a necessary resultant of the work done here. This is pre-eminently a graduate school; a university of the German kind. Your professor has ere this told you that you must never expect to know all of all things; that in this period of the world, specialists are in demand, and that it is better to know something of one subject, than nothing of all subjects. In addition to this I quote my professor here when he said; "Life is too short to know all that is known in this age, of any one subject. It will be better for you to know, what is in and where to find, your books of reference, than to try to commit them to memory." In other words, make your knowledge a good department library catalogue, rather than a very poor general library. The students here seem to be working on that hypothesis, and as a very natural sequence care for nothing outside of the line of their work. For a degree of Ph.D. one pursues three subjects, a major, a first and a second subordinate subject. Naturally the subjects group themselves, by threes; as, Economics, History, Politics; Politics, History, Economics, or any one of the several groups that may have been suggested above. You have a trace of the beginning of this exclusiveness in your sci-lit feuds, only here it becomes more specialized.

The work done by the students here is very extraordinary, both in amount and quality, and may be accounted for in several ways. The class of students who present themselves to pursue the graduate work are mature, and, (if you will pardon any seeming modesty,) among the best men sent out by the various colleges and universities of the country. Almost every man in a class represents a different college and a different state, and has a pride to carry himself in a way that shall be no disgrace to himself, his state or his previous instruction. Given a good class of mature minds, urged on by the incentive of honor to uphold and honor to win, and directed by some of the best minds in their respective specialties, it is not strange that large results are obtained.

One might expect a similar stimulus in your freshmen class collected from the various high schools of the state, only that the fallacy of the comparison appears in calling a high school mind mature in any way. It has just blossomed and of necessity is yet in the milk, but by care will pass into the dough with its sophomore existence, then slowly begin to turn, at first quite green and unripe, but with proper nurture,—and you have it there in your most excellent faculty,—in a decade we may expect the plump and ripening grain.

The increased attendance of the past few years in our undergraduate schools is beginning to show itself here in the increased number of men taking graduate work, there is an increased attendance of about twelve per cent over last year. This increase may be due in part to the re-established confidence in the financial stability of the university.

I want to take this opportunity to congratulate the young men and young women of Nebraska upon the facilities they have of obtaining a good modern education. The more I am thrown in contact with students from other colleges and universities; (and among them the best universities in our land) the more honest pride I have in my alma mater, and the more honor and respect for her faculty. Nebraska has a university to take pride in. Sincerely,

FRANK F. ALMY, '89.

F. A. Noble, formerly of the class of '92, graduated at the university of Washington, Seattle, last June, and is now attending the Ann Arbor law school.