

their work well. Some high school principals and superintendents are not so well qualified as they should be. I know, however, that in most cases the high school men are striving to make their work as nearly as possible the equivalent of the preparatory work of the university. It seems to me rather like doubting the judgment of our faculty to make a general accusation of inability and poor work against the high schools. I know from experience that the professors sent to examine the high school work are very thorough and I think that they can soon ascertain whether or not the work done is up to the standard.

There are few institutions that have made such rapid progress as our alma mater; and it seems to me that those in authority should do in the future as they have done in the past—make it a school for the people. May the standard of scholarship be raised as high or higher than the highest; but let this be done in such a way as not to debar those who wish a university education and who have a right to demand it.

The more I have to do with the world and its doings, the more I look to my alma mater with feelings of thankfulness and pride, I wish that every one of Nebraska's sons and daughters might be under the influence and instruction of its teachers. I am still able to give vent to my feelings in the "undulator" Pie Canis Pie, and in U U-Uni etc. This summer I had the satisfaction of hearing the echoes of the old "yells" from the highest points of the Black Hills and the driest bluff of the bad lands. Long may she live and prosper. Sincerely,

THOS. A. WILLIAMS, '89.
State Agricultural College, S. D.

A Reply to Geo. W. Danvers.
Editor Alumni Department, HESPERIAN:

To condemn the accredited high school system of our state university seems to me to be rather presumptuous on the part of a graduate of one year's standing and a teacher of two months' experience in public school work. It is equalled, perhaps, only by the egotism which prompts a member of the class of '91 to attempt a reply.

"Geo. W. Danvers" evidently felt that he was treading upon shifting sands, else why did he hide himself behind a *nom de plume*? Certainly those who know anything about the accredited high school of the state can easily see how insecure a foundation he stands upon.

In the first place, is not the writer a little inconsistent? He deplores the fact that the high school graduate is encouraged to think that his education is finished; but at the same time he lays rough hands upon the system that is doing more than all other forces combined to dispel such ideas. Is it not far better to make the pupil feel that the high school is but preparatory to something higher, than it is to leave him to realize that his work has fitted him for no advanced course of study?

Moreover are those schools that "attempt to give an education complete in itself" the accredited schools? My observation confirms me in the opinion that just the reverse is true. The very fact that the school is made a "preparatory" school goes far to dispel such ideas from the minds of the pupils.

The writer's attack upon the teaching fraternity is unwarranted. As a rule the teachers do not call one another "professor;" and they do not do the dozen other things of which my friend "Danvers" accuses them. It is public sentiment and not the teacher that fosters the idea in the mind of the high school graduate that he has "finished" his education. The people as a rule think that a high school ought to be the *summum summarum* of an education. They do not believe in "tiptoeing" scholars up higher than ever their parents was

taught." In all the cases that have come under my observation the teacher has been the progressive, while the public has been the retrogressive factor.

The statement that the high school principal works "to satisfy his craving for display and for appearing better than he really is" needs but a passing notice. Certain it is that he desires to show the results of his work. And who is there among us so devoid of worldly ambition or so unconcerned about the opinions of his fellow men that he cares not to exhibit the results of his labor? Besides, the teachers' employers, the public, demand to be shown what he is doing to earn his money. It is a part of his duty to "pose in the public gaze," and yet the writer censures him for doing what his employers declare to be his duty!

If my alumni brother knows as much about the system of accredited schools as he would have us believe, he knows that the policy has *not* been "accredit everything;" he knows that more is necessary than to put "certain studies upon the curriculum;" he knows that it does matter that the studies be taught.

Perhaps my friend from across the Cattagat has a right to declare that something is rotten in Denmark, but I do not think he has discovered what it is yet.

And further your deponent saith not.

A. A. FAUROT, '91.

'88—J. G. Smith, who returned recently from his trip around the globe, gave a lecture last week to the sophomore botany class, on the flora of Australia.

'88—O. B. Polk was in the city one day last week. He expects to locate in Lincoln about January 1.

Chas. Doran, '94, is working in a harness shop at Sidney.

ATHLETICS.

Following is the condensed account given to us of the last trip of the University Wheel Club:

Six uni bykers
Started out alive
Clark met his girl
And then there were five
Five uni boys
Toward Waverly did soar
Dowling broke his wheel
And then there were four.
Four uni boys—
A pretty row to see—
Bulla took a header
And then there were three.
Three uni boys
A waiter girl did woo.
Fling fell off the fence
Then there were two.
Two uni boys
A taurus did run,
Griffith fell behind
And then there was one.
One union boy
Reached home on the run,
Scratched the slate seven times
And now there are none.

The above poem is the condensed account given to us of the last trip of the U. W. C. Now every poem should be self-explanatory. If a poet is obliged to preface his poem with explanatory remarks, he is promptly set down by literary critics as a very inferior writer. But Shakespeare, Browning, and others, put so much meaning and thought into some of their writings that with all the work and study of the best thinkers there remains many hidden truths buried beneath the depths not yet penetrated by mortal man. So