

tion: it is opposed to the interests of the persons because they can never build up a thorough, finished education upon so weak a foundation; it is opposed to the interests of the school for many reasons, because it hurts the good name of the institution abroad, because it compels the Professors to devote their time to branches that are taught in every common school, because it increases the expenses of the school, without aiding in the least the cause of higher education, because it attracts a class of students that do but little for the school, except to lengthen out its yearly catalogue. Now we say let it be generally understood that no individual need make application who has not completed all those studies that are carried on in the common schools. This would not deprive a single person in the State of the advantages offered at the University. When in the course of time, academies and High Schools become established more generally throughout the State, a higher standard can be required.

In Kansas a proposition has been offered of uniting the normal departments with their University. We do not know how this would suit our normal friends in Nebraska, but we think it would be a fine thing for our University. This would give us a preparatory school worthy the name. But there is work enough for each in their respective places, so let them work out their mission independently.

We hear serious complaints from other colleges of students devoting so much time to boating, base ball, and other amusements, as to sadly interfere with their more important duties. Would that we could chronicle some such an evil! We doubt if the same number of young men were ever congregated together before, that had so little ambition to exhibit their skill, their physical prowess, as the young men of our school. The centennial year; the State fair to be held right at our door and yet not even so much as a base ball club organized, that we may, at least, be represented in the coming games. Classes in fencing and boxing were gotten up some time ago and all necessary arrangements made; in both classes a large number of students were enrolled, but the tax upon their constitutions was too great and after a lesson or two they were discontinued. A Gymnasium Association was formed, a very enthusiastic meeting was held, officers elected, and—that was all. Let us awake, shake off the deep lethargy which has held us, and make some stir, some commotion in the world. The idea that all time is wasted, that is not employed in poring over some book, is detrimental both to health and to real progress. One hour of study, when all our faculties are active, will accomplish more than double the work, than when we are in a state of languor, with our powers dormant. It is economy to devote a portion of our time to some spirited recreation.

Nearly every case of sickness, every instance of students being compelled to give up their studies on account of feeble health can be traced directly to a want of exercise. Very few students were ever injured by hard study, but many coming from active life have undermined their health simply from want of exercise. Now as one step in the right direction suppose we organize a base-ball club. The season is sufficiently advanced to allow of plenty of practice. While we might not be able, with one season's practice, to successfully compete with some of the old clubs of the State, we

could make a very favorable showing, and it need not be long before the University nine should become the club of the State. To accomplish anything it is necessary that we should have an organization and work systematically. If a club was organized and certain days fixed for practice, even if it did no more, it would furnish an opportunity for exercise. Will some one take hold of this matter, call a meeting and see what can be done?

Well, examinations are over and we all feel greatly relieved, for no state of mind is so annoying as that of uncertainty. We notice that one of our exchanges questions the propriety of examinations, claiming that it would be unjust to place the labor of the entire term upon the chances of a few moments work; and second, that it is in reality only a form, a student's standing being invariably determined by his term's work. As to the first proposition we heartily agree. Any examination conducted on such a plan is obviously unjust. But such is not the case with us. Our examinations are every way favorable to the student, for if during the term he prosecutes his studies with proper diligence, reaching a required standing, he is passed even if he should fail in examination. While on the other hand if his work has not been as favorable as it should be, the examination offers him a chance to redeem himself. We can see no objection to such a plan and much in its favor. It acts as a stimulus to those who need encouragement. With some, the fear of not passing is no small incentive to study; with all, it makes the reviews more thorough, for although the first time passing over the work may not have been satisfactory, if the reviews are thorough, and the examinations clear, a part of the evils may be retrieved. Before allowing a student to pass from one class to another, or to enter any class, some examination appears to us to be necessary, and if for the latter they were made somewhat more thorough it would be a benefit to all concerned. While we do not particularly enjoy examinations still we can see no good reasons for abolishing them.

A new departure has recently been made in chapel exercises by the introduction of music, that we are glad to notice. But as editors are ever ready to point out the way by which others can improve things in general, we will proceed to offer our suggestion upon this matter. We have not one word of criticism to make concerning the present choir, they have done remarkably well, but we would like to see congregational singing. If a sufficient number of college song books were supplied, a singing class organized—and by the way a splendid opportunity is now offered to do this—good results would be sure to follow. Such a plan would make the morning exercises much more inviting to the students. This arrangement need not do away with the choir. They could still take the lead, and assisted by the entire school fill the chapel to overflowing with music. What say our songsters?

OUR EXCHANGES.

Many are the perplexing trials of an editor in reviewing the many exchanges that demand a portion of his time. On account of our extreme modesty we find ourselves largely embarrassed when called upon to pass an opinion on a production

which has just been completed by the diligent student who has devoted no little time and labor in its careful preparation in order to have it stand the storm of the most experienced critics. So very different are our tastes that what one regards as being a production worthy of emulation, and a production that is hoped by its author may hold an important place in literature for its particular bearing upon some subject of great moment, is regarded by another, perhaps his equal in culture, but of a different literary turn of mind, as being, in his valuable estimation, unworthy a place even in our school journal. It is only by attentive reading and carefully contemplating the ideas presented, that we are able to benefit ourselves, and learn of the great progress that the world is making in a literary point of view. We believe in the old saying of Lord Bacon, or somebody else, that "reading makes a full man, writing an exact man." Reading is certainly as essential to a student's progress as his studies; it enlarges his views, and gives him material upon which to work.

One, by subjecting himself to an extensive and systematic course of reading cannot help but gain a rich fund of knowledge, which will not only be a great source of pleasure but an immense benefit to him after he has completed his school days and gone out into the world to perform his part of the immense drama that ends with us when our vitality is absorbed by the perplexing cares of time.

But again, reading, or gathering in knowledge, is not the only important thing that should occupy the student's attention. He should be productive. He should exercise his pen freely and often; and by so doing he will not only become able to realize that which he has already learned, but will cause his mind to evolve new thoughts and cultivate those faculties which are so necessary for the enlargement of our productive capacity. Many students, because they cannot produce at the very first attempt the finished and sparkling gems which emanated from the pens of the old "Lake Poets," become discouraged, and probably never make another effort during their entire college course, unless importuned by the rules of the institution to try their hand on some kind of rhetorical which they will shirk if possible. And after they have left college and the noble opportunity has vanished away unimproved, they retrospect the past and are only too sorry that they indulged in such negligence during valuable school days.

The *University Reporter*, for February, we find quite interesting. The pieces entitled, respectively, "An Educational Want," and a "Plea for Contentment," are full of excellent thought which we think will repay any one for reading them. The *Reporter*, we observe, is to change hands soon, as there has been a new corps of editors elected.

The *Trinity Tablet* greets us. It makes a large endeavor to pay the *STUDENT* a compliment, but before consummating that effort, the editor very circumspectly pronounces the subject of our production, "The Centennial Year," which appeared in our January number, as growing rather stale, another very interesting example of eastern erudition in criticizing the subject of a production instead of the contents. But it is all right, dear brother, we shall not permit the delicate meshes of our refined nature to become ruffled by the

careless observation of an eastern(?) editor.

The *Harvard Advocate* is welcomed. We seek its columns and find a large amount of unusually interesting reading matter. It is a good paper; the editors seem to understand the demand of the times. Besides its college news, which we find very readable, we find valuable suggestions on various topics. But, Mr. Editor, allow us to make one suggestion, and we will then rest in a state of imperturbation; it is this, if you would stir a little more animation in your columns we think you would make their contents more relishable.

The *Lawrence Collegian* makes some very sound remarks in one of its editorials, in regard to the true purpose of a college paper. We think the editor understands the true object of our journals when he says, "A paper ought to be for a college just what a fire-side is for a home—a place for cracking of jokes, rehearsing of college news, discussing and advising the action of the faculty on all important matters, criticising public efforts of students and societies, giving grave advice on immorality, ill manners, and methods of amusements, with occasionally a dissertation on science and art." It is a lamentable fact that many of our college journals, instead of indulging in respectable criticism and pointing out the great defects of a writer, will rail in vehement and denunciatory terms at the supposed discrepancy, at the same time failing to point out the fallacy, whereby a mild criticism would not only do a great credit to the critic but would be a source of correction to the criticised. Mr. *Collegian*, in our January number we did not have space enough to quote your entire production on "Homely People," which of course we were very sorry for; therefore, we beg your pardon for omitting the first part of your valuable production. We forgot to say then that we liked it. We know there was an important ponderosity immediately inwoven in the immense speculation which was so admirably done up in a very handsome rhetorical figure. We will atone for our negligence at the Centennial.

In regard to your query appertaining to Noah building the temple. As it is a matter of no small magnitude, we will make a large endeavor to render a circumspect explanation, which we hope will elucidate the affair and render the matter perfectly diaphanous, transparent and understandable. In that old book of myths, fables and allegorical stories, you have probably read of the kind old man, Noah, whom we all look up to and reverence at times for the exceeding great interest he took in saving humanity from the submerging waters that came down from the portals of the heavens with the velocity of oiled lightning until *terra firma* was a question of doubt, and it was n't healthy for one to be out on account of the exceeding deep moisture which was spread over the face of the earth. Well, this was n't the Noah our writer had reference to. This Noah passed in his ticket of transmigration before he built any temple, and hence it couldn't have been him. And who was it? Why, Noah Webster, who has erected a magnificent temple, not, however, of wood, but of fame, and did it up in the form of a Dictionary. Probably you have seen one. Now then?

Oh! what a tangled web we weave,
When first we venture to deceive.