

in the West? Are the lawyers, as a body, the calm, cautious conservative men? They are rather the office-seekers, the politicians, the demagogues—of course with many noble exceptions. Methinks I remember a plaintive tale about certain young gentlemen of the Lincoln Bar, and others, who recently took a hand in local politics, the sad results of which it is hoped will prove a salutary lesson, and a warning to them, in future, to keep their fingers out of the political fire, and their noses more within the covers of Kent and Blackstone. Why anyone can become a lawyer now-a-days—I think some of trying myself. It is a fact, no less true than sad, that six months' reading, with a little brushing up in legal forms, will prepare a lad, just escaped from the swaddling clothes of our Preparatory department, to practice before the august Bar of Nebraska justice! Since, then, we can not safely place our hope in the Legal Profession with all its splendid galaxy of talent, for an unimpassioned balancing power, where shall we look? To Culture we turn;—high-minded, unimpassioned, far-seeing Culture, full of mildness, but, in time of need, bold as a lion, on thee we hope! Away with abridged courses of study in higher institutions of learning. Let a thorough college course be requisite for entrance into our professional schools, and pay a little more attention to polishing the national private character—the national etiquette, and we shall produce a class in which we may safely trust for prudence and wisdom. "Speciosity," says Thomas Carlyle, "has no friend in the Heaven and a majority against it on the earth."

Do I, then, disparage American Liberty? A thousand times, No! Because it is so precious, is why it is so dangerous. The greatest privilege is most easily abused; the richest treasure needs most careful guarding. There is a spirit of boldness, lovely and daring, not born of Baseness, but of Heaven. Honor and triumph for American daring in Art and Science, in Thought, Literature, and Industry, in Reform and universal progress. G. E. H.

The Profession of the Teacher.

In a time when so much is being said to young men about choosing a vocation, and when the opportunities and advantages offered in the field of law, medicine, and politics are especially emphasized and expatiated upon, it does not appear amiss to attempt, in a few words, to set forth the responsibilities, requirements, and dignity of the less honored, though equally worthy, profession of the teacher.

There is probably no greater factor in molding and forming the character of youth, than that of the teacher.

"The education forms the common mind: Just as the twig is bent the tree's inclined." We all know from our own experience something of the nature and power of this influence. When the pupil begins his career in school, he naturally looks up to him, who by the district is selected teacher, as a model man; believes him to be the personification of all learning, everything noble, brave and virtuous. But is this always the case? Are teachers always men of learning, morality and character? How frequently, yes, too frequently, are they wanting in these qualities—wanting in the essential traits, in all the noble, beautiful attributes of perfect manhood?

Now, what should be the educational qualifications of the teacher?

"The two principal factors in instruction are the branches to be taught and the mind that is to be taught, each of which has an independent character of its own." First, then, the teacher should be thoroughly acquainted with the branches he proposes to teach. He should have not only a mastery of the study in its outline and extent, but a knowledge of it in all its details, an acquaintance with it in all its parts. It is doubtless beyond the grasp of anyone to collect and keep at ready command all the isolated truths that have been brought to light by modern investigation; yet by our improved systems of analysis and grouping it requires a comparatively short time to obtain a generalized view of the many fields of human inquiry. And this is what the teacher should possess. In addition to a thorough understanding of the studies he has to teach, he should have this generalizing power, be able to classify facts and particulars, and so comprehending the relation subsisting between different subjects, that he can orally in connection with one instruct in many. Arithmetic, the simple science of numbers, is inseparably connected with the higher mathematics. And he who would impart a knowledge of this branch will be greatly aided by knowing this relation—this dependency. The intricacies and difficulties of English grammar are all dispelled by the study of Latin. In connection with the study of the geography of a country, there is great profit in learning something of its history, language and literature, something of its natural history, botany and geology. But there are relations more difficult to perceive than these. The exact relation existing between the animal and vegetable kingdoms, or rather the dividing line, is a question upon which the greatest scientists have failed to agree. To see that the relation between ethics and economy was that of duty and interest, that all questions of duty, of right belonged to ethics, and that those of interest, of expediency, belonged to economy required penetration and insight.

But the second department of teaching, that is, a knowledge of the mind to be taught, is the most difficult and important. The material with which the operator works in this case is not, like the clay in the hands of the potter, a dead, inert mass; but it is spirit—mind with its various faculties; an active, thinking, feeling substance. "The mind of the pupil is to the teacher the instrument on which he is required to play—a curious instrument of many and strange keys and stops—capable of being touched to wonderful harmony, and to fearful discord;—and to handle this instrument well is no ordinary acquirement."

Yes, here lies the unsolved problem in teaching, to know the mind that is to be taught. What is that mysterious part of man that thinks, feels, and acts. We see its impress on everything about us. It has computed the distance of the stars, it has discovered the number, orbits, and relative distances of the different planets, and their satellites. It has read the history of the earth from her rocks, and has found out the atoms of which it is composed. The question with the teacher then is, What is this invisible force? Or, if it is beyond the power of man to answer this, What is its nature and how does it manifest itself? What does the experience of mankind furnish in reply? What does my own consciousness furnish?

Having answered these questions as best

he can, the teacher will be better prepared for his work. He will have discovered that there are three great departments of mind: the intellect, the sensibilities and the will. To develop the pupil into symmetrical perfect manhood it is required that he be made a worshipper of the true, a lover of the beautiful, an admirer of the good, and a zealous worker for all. Hence his *intellect* in the field of logic, or truth, his *sensibilities* in the realm of aesthetics, or the beautiful, and the *will* in the domain of ethics, or right, must each receive discipline and development. Here there is a vast field for the teacher to labor in. He must devise some means of calling forth, interesting, and exercising the various presentative, representative, reflective, and intuitive faculties. He must set in operation the tender sympathies and affections, and enable the pupil to curb his lower desires and appetites with an indomitable will.

The teacher should also have a moral qualification. The ground and province of right, the correctness of the conscience as a moral guide, and other similar topics of theoretical ethics should be thoroughly understood by the teacher. These, however, yield in importance to the practical deductions from them, the duties of man to God, to himself, and to his fellow-men. How can the teacher instruct and train children in the relations they sustain to the institutions of the family, society and state without having made them subjects of scientific study and investigation. There is still a kind of moral instruction more potent than precept and theory. It is example and practice. The teacher's life should be free from everything low and debased, an example that the pupil may indeed follow with profit, a pattern of His life "who is the teacher of us all."

When all the teachers in our schools shall have attained this standard which we have briefly indicated: when it can be said of them in truth, that they are men of culture; when they shall know not only the studies they have to teach, but also something of the mind that is to be taught; when they shall not only understand the principles of morality, but shall make their lives living embodiments of those principles; when all this shall have been accomplished, we shall see the profession of the teacher placed in the rank where it belongs. Teaching will then cease to be "the half-way house for those bound for the learned professions, and a hospital for the weak minded of those who have already entered them."

Teaching is a vocation deserving of the finest talent, second to none, and worthy of the respect and homage of all. To those who are undecided as to their calling in life, I would say, in this field there are demands for your talent, problems for your energy and rewards for your merit. And though you may not realize the sentiment of the poet,

"Delightful task! to rear the tender thought:

To teach the young idea how to shoot,"

you will ever be cheered by the thought that you are trying to ameliorate the condition of society, working in the cause of humanity. Mc.

The Alumni.

According to the provision of the articles of association, the Associate Alumni of the Academic department of the University, met on Tuesday, the 20th day of June, 1876, only, however, to adjourn until Friday morning, the 23rd inst., at 9 o'clock.

At 9 o'clock, on the 23rd inst., the Associate Alumni met for the transaction of business. There were present the following members: Class of '73, J. S. Dales, A. M.; class of '74, Frank P. Hurd, B. S., and W. M. Stevenson, B. S., two members being absent, W. H. Snell, A. M., of the class of '73, and U. H. Mallick, B. S., of the class of '74.

President Hurd called the meeting to order and after reading and approval of the minutes of the last meeting and the transaction of some other formal business the following officers were elected for the current year: President, W. M. Stevenson, B. S., class of '74; Vice Presidents, W. H. Snell, A. M., class of '73, and U. H. Mallick, B. S., class of '74; Rec. Secretary, J. S. Dales, A. M., class of '73; Treasurer, Frank P. Hurd, B. S., class of '74; Cor. Secretary and Historian, W. M. Stevenson, B. S., class of '74; and an executive committee of five, J. S. Dales, A. M., W. H. Snell, A. M., W. M. Stevenson, B. S., F. P. Hurd, B. S., and U. H. Mallick, B. S.

The amended Articles of Association and By-Laws, as reported at the last meeting, were taken up and discussed, and with some slight changes adopted.

The following named persons constituting the graduating class of the present year were enrolled upon the Secretary's list: Clarence W. Rhodes, A. B., Geo. E. Howard, A. B., Alice M. Frost, B. Pn., John F. E. McKesson, B. S.

These, upon the payment of the \$1.00 fee, provided by the By-Laws, become members of the Associate Alumni. With this increase of members the Academic Alumni number nine in all and they look forward to the commencement day of 1877 when they will be able to do something in the way of a public entertainment.

In a future number of the STUDENT the amended Articles of Association and By-Laws will be given in full.

SOCIETY ELECTIONS.

PALLADIAN.

The following officers were elected at a special meeting of the Palladian Society, for the next term: President, Chas. Magoon; Vice President, F. O. Morton; Rec. Sec., J. J. Smith; Cor. Sec., M. D. Polk; Treasurer, A. McCartney; Chorister, James H. Worley; Historian, A. U. Hancock; Critic, W. A. McAllister; Usher, E. F. Steele.

ADELPHIAN.

The following are the officers of the Adelpian Society for the ensuing term: President, George Hawley; Vice President, Miss Ruth Hawley; Rec. Sec., A. C. Platt; Cor. Sec., Miss Elma Hawley; Critic, W. E. Stewart; Treasurer, C. E. Stratton; Historian, F. M. Lambertson; Marshall, George Simmons; Chorister, W. P. Rhodes.

—The attendance as shown by the Catalogue for the past year has been two hundred. The students are classified as follows: Seniors, 5; Juniors, 6; Sophomores, 11; Freshmen, 6; University Students, 21; Second year of Latin School, 44; First year of Latin School, 92; Agricultural college Students, 16. The number entering the Freshman class next year will be the largest since the opening of the University, while the other advanced classes show a larger number than in any former year. With the class graduating this year the numbers of the Alumni, who have been graduated since the opening of the University will be ten.