

should be no reason or argument for lowering the grade, as all know that the standard now is quite low, and we believe too much so for the good of higher education.

But you may ask,—Are you afraid this writer, alone, is going to make this change? No, but then he claims to have the sympathy and support of many of the University authorities. How far this support may extend is doubtful, but that it should be given at all for such a purpose is a surprise. We will not enter into the details of the gentleman's argument, but, as we said, notice merely the principle.

Formerly but few attended our colleges and these were comparatively young; but as the prosperity of the country advanced, the facilities offered by our schools were such that the average of the ages of those attending increased, and, instead of boys and girls, it soon came to be young men and women who composed the greater part of our institutions. Ten Brook says—"The increase in the number of the students and the average ages, the growth of the feeling of manly independence and the changes which had taken place in the features of our civilization, were such that the system, gotten up for boys committed by their parents to college officers, was no longer appropriate to either party; it could not be practically carried out by the professors nor heartily concurred in by the students.

The professors are now relieved from the responsibilities of that guardianship which had been exercised over students.

Parents now understand that if they need persons to represent them in the care of their sons and daughters, they must look these up and arrange with them."

This we consider the only plan that should be followed. Though our institution may be young compared with many others, yet, is that any reason why we should make a terrible blunder by doing the same, which these others would not have done had they been able to see what trouble and expense it would cause them?

We have no excuse for beginning blindly and treading the same path that has been trod before, when we have the histories of so many institutions, by which we may be able to avoid the shoals and quicksands, and in a shorter period of time to bring our institution to compare more favorably with these older ones.

Then let the citizens of Nebraska not hamper their University, but give to the authorities the power, not of retrograding but only of advancing, and so elevating, the standard for admission, that more time and better work may be given to the University proper. If the time now allotted to the first year of our high-school department were given to the higher classes, the result would be far better.

Nebraska today boasts of her school system, and is particularly proud of her high-schools, and well she may be. But can not these schools, in many instances, and even in all by raising the qualifications of the teacher a little, be able to do the work of the first years of our preparatory department far easier, and more properly than the University? Would it not be better if the young colleges and also our Normal school should content themselves in thoroughly preparing students to enter the highest school in the state? Undoubtedly it would. And then they could easily find means to carry on their work, whereas now they are crippled in every limb, and scarcely able to carry on their dreary existence. In referring to the Normal we mean no disrespect, but merely state what, we believe, would be the best thing for her to do.

Again we quote from Ten Brook,—"A little reflection will show that the teacher's profession requires a thorough knowledge of the subjects to be taught, rather than how to teach them, and is therefore better made an incidental attachment of every school, than given to a special faculty."

This has been the experience in the past, and the remark is especially applicable to our Normal branch.

Then, after reading these editorials, (to