

who could bow well. It requires a dignity which can only result from a consciousness of high breeding, or a high moral character. The last cause, of course, will never inspire the charlatan; and for the first, I never met a scoundrel, however exalted his situation, who in his manners was a perfect high-bred gentleman. He is either ridiculously stiff, pompous and arrogant, or his base countenance is ever lit by an insidious, cunning conciliatory smile, which either is intended to take you in, or, if habitual, seems to imply, "what a confounded clever fellow I am."

THE KIND OF A ROSEBUD SHE IS.

I'm an only daughter young girl.  
 A spit-curl and frizzes young girl.  
 A languishing, dainty, all powdery and painty,  
 Sit up at 11 young girl.  
 I'm a would-be aesthetic young girl.  
 A dote-on-the-arts young girl.  
 A poet in embryo, don't know a thing you know  
 All on the surface young girl.  
 I'm a novel-reading young girl.  
 A lie awake until 3 young girl.  
 A romantic, half-crazy, but terribly lazy,  
 Let ma do the work young girl.  
 I'm a look out for a catch young girl,  
 A snatch 'em up quick young girl.  
 A half do the proposing, and bag 'em when  
 doing.  
 Hold on to your game young girl.

A Freshman tried to scare a Prof.  
 By dressing as a ghost;  
 He entered the Professor's room,  
 And, leaning 'gainst a post  
 Gave vent to snoring dol'rous groans,  
 And when the Prof. awoke,  
 And, trembling, started in dire dismay,  
 The ghost thus to him spoke:  
 "O, Dic ad mihi"—When the Prof.  
 A bowl threw at his face;  
 "No Roman ghost," thought he, "would put,"  
 'Ad' with the dative case.

She said he had a flattering tongue,  
 And to his arms she fondly clung,  
 And love's sweet roundelay he sung.

For that, said he, my love, I guess  
 You cannot, cannot love me less;  
 Give me the little hand I press,

'Tis thine, she said with glance oblique,  
 While blushing roses dyed her cheek—  
 The twain will be made one next wique.

Classical Prof.—"To-morrow we shall have an examination for which it will do you no good to prepare a pony." Student (from back seat): "A what?"

A Connecticut woman presented her son with a bed quilt made from hair cut from her own head. It will go down to posterity as a family heirloom.

Luther said: "If a man is not handsome at 20, strong at 30, learned at 40 and rich at 50, he will never be handsome, strong, learned or rich in this world."

A New York man writes to the faculty of Cornell: "What are your terms for a year, and does it cost any extra if my son wants to read and write as well as to row a boat?"

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Editorial.

FOR a professor to be absent himself from the University for two or three months, may be to his personal interest, but it certainly is not to the interest of the students. Such a professor's classes are divided up among other members of the Faculty. The recitations are heard at odd hours, thus preventing many of the class from being present. It certainly retards the work of the University.

AMONG students and professors in general too distant or formal a relationship exists. They come in contact with each other only in the class room and hence the student sees only one side of the professor, and often not the most favorable side.

More, not unfrequently, is to be learned from an instructor in his private room than in the class room. There is a mistaken idea concerning the dignity with which a professor is expected to invest himself, a sort of "dynamic investiture," through which a teacher's character appears to the student, very much the same as the voice of a man would sound, who was headed up in a barrel.

Mark Hopkins, one of the most celebrated teachers of the United States, was most intimate with all the young men under him. In fact, sometimes to their great consternation, he would appear among them at the most unseasonable hours of the night. It was to this intimate relation that he owed his great power over young men.

To criticise is to compare one's own standard with that of another. That which pleases one, is not admired by others. Critics of societies often, very severely condemn the debaters for not technically discussing a question. They hold the wording to be all, the principles involved nothing. There is a broader view to take of the subject. If a question can be so stated as to cover the ground, there is no need of taking up other matters. But what does the language of question express? Nothing more or less than some principle. Principles are discussed not words. He who strives to substantiate his own side by technicalities, by twisting the words of the resolution to mean what it was never intended for them to mean, forsakes the broad field of legitimate discussion and enters upon the petty squabbles of third-rate lawyers. That there is too much scattering in our debates, we admit. It is well, however, in discussing a question to go to the bottom and not skim along on the surface. It is better to be prepared from every standpoint, than one. Broad and liberal views are to be preferred to narrow and contracted ones.

STUDENTS who have finished a long course of study, often wonder that they do not accomplish as much as men, who have had fewer advantages. The result is due in a great measure, to the lack of assimilation or arrangement of ideas on the part of the student. In other words he does not think. It is easy to clog the mind with a collection of disarranged facts, in this case amounting to rubbish.

The common man ponders well a few facts and thus becomes acquainted with a subject in all its bearings. A student pursuing a course, is forced from the very nature of his occupation, to give too much of his time to books and too little to reflection.

THE thing is a power which he must cultivate sooner or later. The earlier he attempts to measure ideas by applying to them his own individual standard, the more nearly completed is his preliminary education. To think logically and persistently is much more difficult than is commonly thought. Let any one doubting this statement, try for half an hour to think closely on a subject without once losing the connecting thread. It is only by an effort that one learns to think, and hence the two-fold benefit.

PREPARATION is the first requisite necessary for success. He who carefully prepares himself for a certain work, if he be energetic and upright, need have no fears of his ultimate success. We say that such an one is a good student, that he always has his lessons. But we seldom think of the many and tedious hours he