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Editorial.

WHEN the government or an institution of high scientific repute employs for many successive years one of our professors, it certainly does honor to the University as well as reflects great credit upon the professor himself. Recognition of ability from such high authority at once places the professor among the best scientists of the United States; and the very fact that such a man holds a professor's chair in University, adds to its reputation. But the point is that the interests of the classes should not be sacrificed to a mere name. The matter should be brought before the Regents at the coming meeting, and some capable aid appointed to serve in case of a professor's absence.

AGAIN the question of the benefit to be derived from elocution as taught in our University, thrusts itself forward. As long as this branch is poorly taught, will the standard remain low. Almost every public speaker in the state who has any reputation for eloquence, evinces the most stoical indifference to every rule taught in our University as being necessary to eloquence. How long will students continue to attempt to make postures, attitudes and certain effects of the voice pass for common sense? A single grain of *mother wit* is worth more in a discussion than all the attitudes that a man could twist himself into in a lifetime. If the object of elocution is conviction, then what is more eloquent than logical common sense? Rhetorical bombast and such nonsense makes a fool of no one but the orator himself.

OF all individuals the conscientious, plodding, text-book student is the dumbest. His text book is the standard by which he measures all things. All he knows he learned by rote, and as he learned so he thinks. He believes all the ultimate good of his life to be bound up in some cast-iron college course. When a professor thinks to awaken in him an energy somewhat resembling individual and manly thought, by drawing from a source from without the text book, he immediately blames his teacher for introducing irrelevant subjects. When a discussion is entered into, having in view the truth without regard as to the statements of his text book, he calls it dry. Most honor is due the professor who leads the student to investigate and think for himself. The methods employed, the personal qualities of the instructor, are secondary matters. The object of a college course, after all, is but to learn how to think.

It has often been suggested that the library be opened during recitation hours. All of the students who make use of it at all would be accommodated by such an arrangement; besides, it would afford a place for study. Many a valuable half hour is lost to students because there is no suitable room in which they can study during vacant hours. Their rooms, often are at a distance from the University. By the time they go to them and get fairly at work, the hour is almost gone. It does not pay to leave the University, nor does it to spend the time in the room of some professor who is hearing a class. Few, if any, can study when another is translating Greek or demonstrating a proposition in Geometry. To study one must be where it is quiet. Hence, for the two reasons—that students may have a suitable place for study, and the use of the library—it ought to be opened during the mornings.

In judging of a man's life, visible results are not to be unconditionally accepted. The very term success is capable of many different interpretations. The two principal ones are, first, the life productive of the most happiness and good. Second, the life resulting in position or fame—the most eminent. In judging by the first standard, the successful life may be known to but few; may have been a constant struggle with poverty, but the reward consists of the peace within. On the contrary one's life may seem peculiarly successful. Wealth, friends, name, in short all things commonly supposed to render life successful, may be possessed in abundance, and yet the possessor deem his own life a failure. Since all do not acquire fame, it cannot be said that but those who do, are successful. This would be to condemn the lives of the multitude.

He is truly successful who puts to the best use his natural ability, and is kind and considerate to his fellow beings. To him who dies with the clearest conscience, has life been most truly a success.

SINCE the last issue of the STUDENT, we have been pained to learn of the death of Mrs. C. S. Chase, of Omaha, mother of our local editor. The news of her death was received with sorrow by many of our students, to whom she had had always been a friend and who were always welcomed to the hospitalities of her delightful home; but she has now entered the portals of another home, where she awaits them and all the loved ones bereft of the sunshine of her presence. She was a devoted mother, carrying light into the chamber of sorrow as only a mother can. Her looks, her counsels, the sweet spirit of her life remains as a precious legacy. Of all the names ear ever hears, the dearest and loveliest of all is "Mother." The angel of death on its rounds will call for us all, sooner or later, but when the call is made for her, it leaves a void that can never be filled, and we can only say, "Thy will be done." To the husband and son, left to mourn her death, words of sympathy are of but little avail to heal the wound caused by the loss of the dearest one on earth to them. Let the future show how much she is honored by them, who rise up and call her blessed by seeking to have all her prayers in their behalf come true, until they meet again "in that home not made by hands but eternal in the heavens."

As the time for examinations approaches those who have not made the best use of their time during the semester, begin to inquire of their classmates and wonder what questions will constitute the final examination. Now is the season of "cramming," when midnight oil is freely burned. This is one of the evils a college professor has to contend against. For those students who do not work during the semester invariably bend to it in dead earnest during the reviews. They know their only hope lies in handing in a good paper. It may be urged, what is the difference when and how a student masters a subject? Just this: when lessons are mastered each day, the subject treated of must be when the book is completed. A review only fixes in the memory the subject as a whole. It enables the student to grasp the semester's work as it is entirely. The detached details are brought together. The relative relation of the parts are seen. All this, or nearly all, is lost to him, who, when reviews come, knows nothing of the subject. He has the previous work of the semester to do added to the legitimate work of the review. A student only cheats himself,