

## NEBRASKA.

A new made college, to be sure,  
Scarce counting a decade of years,  
Yet one which, growing, will endure  
Despite her troubles and our fears.  
Despite her troubles and our fears  
Nebraska's University  
Will rise above the critic's sneers  
An honored western school to be,  
An honored western school to be  
If students by their faithful toll  
Will show so all the State may see  
That men are rising on her soil.  
That men are rising on her soil  
Whose hope and future aim shall be  
To save from slander and from spoils  
Nebraska's University.

## "SENIOR STUDIES."

EDITOR STUDENT.—We wish to say a few words in regard to our "misleading statements" referred to in your editorial of the 15th. In the first place, we admit being a "classical;" we thought the article itself sufficient evidence of the fact, without stating the same in black and white, and hence our remarks were intended for the most part as applicable to that course. Don't put on the shoe, Mr. Editor, where it doesn't fit. Although we say we had the classical course mainly in mind, yet if you will look at the "Revised Course" (get Prof. Emerson to explain if necessary) you will find that Philosophy occurs in two of three courses, viz.: Classical and Scientific. Now we think the statement made in regard to the distinctive character of Senior studies in the Classical course just as truly applicable to those in the Scientific course, or at least as respecting Philosophy, and perhaps even more so. The studies pursued in this course, previous to the Senior year, are for the most part those involving the mere acquisition of definite knowledge. They require little or no original thinking or investigation. Mathematics with a majority of students is of the same nature, few become sufficiently interested or have the time to spend to work out original problems; true it requires thinking to understand a demonstration, but it is a different kind of thinking from that of Philosophy. It is simply following out the thoughts of another. A student of the classics, however, is compelled to use his own judgment in determining upon the construction to be put upon the sentence under consideration, in choosing the right meaning of a word, one that will best express the thoughts of the writer.

So much for the first misleading statement. Now for the next. Yes, Mr. Editor, "this applies to the Senior year;" (referring to our assertion in regard to the number of studies) we were writing about Senior studies we believe. In the Classical course (to which our statement especially referred) there are three differ-

ent studies prescribed, and six hours elective, necessitating either two three-hour or three two-hour recitations. On examining the "Revised Course" (for explanation see previous reference) we find no two three-hour recitations occurring the same term which a Senior would be likely to choose; hence the only alternative is to elect three two-hour recitations, making "six different lines of thought." In regard to the Scientific course, we admit our assertion will not hold good.

Now for our "conclusions." The second and third evidently mutually involve each other. More time allotted to each study of course lessens the number and renders them consecutive. What effect will this have upon the elective system you ask. Now, Mr. Editor, you never heard us say "None whatever." It ought to be evident to a First Prep that with a constant teaching force and a limited time for recitations the number of studies could not be increased without lessening the time devoted to each one. (We've passed in the Logic class.)

The only question to be considered is whether the advantages of a liberal elective system, with our present limited teaching force, overrides the disadvantages which such a system involves. This question we answer in the negative. Please bear in mind, Mr. Editor, what we said in our former article, that the object of an education is to secure mental training and not the mere acquisition of knowledge; hence those means must be adopted which shall best secure this end. Such end, we reiterate, is best attained by consecutive and more thorough study. No lawyer thinks of working up several cases at the same time; no writer thinks of being occupied with several books on widely different subjects at the same time; no student endeavors to work two or three different problems at the same time. These we admit are not exactly parallel cases, yet the principle involved is much the same. We are not opposed to the elective system itself. Indeed, we think it has great advantages. All we wish to say is that it should not be so extended as to interfere with its efficiency in securing the proper end. Only enlarge as our teaching force will allow without weakening the course.

Your conclusion, Mr. Editor, is most decidedly "misleading," viz.: "To the proposition that there be a less number of subjects pursued at the same time we give our hearty concurrence." Now how in the name of common sense, with a constant number of hours, are you going to lessen the number of studies without increasing the time given to each, rendering them perhaps consecutive, to which you objected. In sincere good will we await "further light" on the subject.

GALE.

## Exchange Bric-a-brac.

Kansas University sends out a monthly, the *Review*. Literary articles predominate to the detriment of the other departments.

The *Nation* has taken up the discussion of the parental system and of elective studies. Several articles of interest to college men have appeared.

*Emory Mirror*, from Oxford, Ga., wishes to "forget the past and think of things which will do good to the present and future citizens of the 'U. S.'" Amen.

The *Doane Owl* hoots once more. To mollify the exchange editor we have a compliment for this number. It is really the best we have yet examined and leads us to believe that a monthly, at least, would be a success at Doane. The local department is especially good.

The writer of "Daniel O'Connell," in the *Spectator*, from Montreal, Canada, mistakes his calling if he does not come to this country and make a Fourth of July orator of himself. As a "spread eagle" effusion this article can not be surpassed.

The *William Jewell Student* has been dubbed the "old moss-back" by the exchanges. Not an elegant nickname, but appropriate. Old essays and eight-column editorials on "The Mission of Education" and similar subjects fill up well but are not profitable to the reader.

Notre Dame *Scholastic* has a decidedly ecclesiastical tone, and it is not surprising as the editor in chief is a Catholic priest and a member of the faculty. This may be a convenient arrangement for the faculty, but experience has shown the wisdom of having the college papers controlled entirely by students.

The Senior Preps and Freshmen of Ohio Wesleyan University have organized a military company. The *Transcript* gives the following as the "cry of the boys in blue:" "Build us straight, O drill master; strong Senior Preps and graceful Freshmen that shall march with drum and banner and with Sophs and Sem. girls wrestle."

We are glad to see that *Harvard Herald* has received a sound drubbing from the *Knox Student* and *Oberlin Review* for the following absurd statement in regard to the standard of scholarship in western colleges: "We will venture to state that the preparation required to enter Harvard, and the prescribed work of the Freshman year, amount probably to as thorough a grounding in the leading departments of human knowledge, as the entire course of most of our western sisters." The difference between the courses of eastern and western colleges is so small as to be hardly noticeable.