

THE HESPERIAN STUDENT.

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Editorial.

THE STUDENT looks upon the many things written and said concerning the behavior of our students while at Crete, last month, as too childish and unfounded to demand reply. Gum chewing we do not defend, neither do those who were thoughtless enough to indulge in the exercise on that eventful evening. Further than this the University delegation behaved as any company of students would when enjoying a happy holiday.

WE think it an excellent showing for the University that so many of the students are in whole or in part self-supporting. Some have regular work which they carry on in connection with their studies throughout the year, while a large fraction devote their vacations to zealously accumulating that which is necessary to continue them in school. Such students will never compromise their *Alma Mater*. She is proud of them, and well she may be, for they represent an important component of the future culture of the state.

THE students have many times been reminded that it is not a mark of the highest culture to carry on conversation during chapel exercises. Whatever their religious tenets students should have too much respect for the opinions of others to disturb them in their devotions. In chapel no less than in the church unnecessary noise is the outward expression of a vulgar mind. Our exercises are short and none are so young as to be unable to maintain quietness until the end.

Now that the contest is over and nothing was done to perfect arrangements for sending a representative to the Inter-

State Oratorical Contest next year, it will be necessary to devise some means to insure concord of action among the colleges of the state. It is high time for Nebraska to take her place among the other northwestern states in these annual contests. Why cannot a committee be appointed at once from those institutions which desire to be connected with the state association to lay plans for selecting a suitable representative?

As the end of the year approaches, we recall the awkward situation of the students who tried to go home last June at one-fourth fare. All visitors from abroad were favored with this reduction, but the purse-poor student was obliged to pay almost full rates. There was a misunderstanding on the part of the agents and all students did not pay at the same rates. We hope that those who negotiate with the R. R.'s this year will see to it that no such mistake occurs again. When a student has succeeded in saving just enough to pay the reduced fare to his home and discovers that it is not reduced after all, he is embarrassed.

LITERARY NOTES takes this paper to task for saying that "Most of the high schools of the state now aim to prepare students for the Freshman year." Like honest people we admit the assertion a little too strong. Should the *Notes* re-read the article, it would see that the writer advocated the abolishing of the first preparatory year only. Is there any school in the state that lays claim to the dignity of a high school that cannot prepare students to enter the second preparatory year of the Literary and Scientific courses? No language, save the English, is required,—nothing but elementary studies. There is scarcely a district school but what could, if necessary, fit students for the second preparatory year of these courses. With the classical it is some different. One year of Latin is required. But it is indeed a poor high school that cannot furnish this.

All that the STUDENT has said the past year concerning the relation between the high schools and the University it now reiterates, viz.: The standard of admission to the University ought to be raised. Students have been matriculated that brought into contempt the judgment of the men who admitted them; (2) as a sequence of the first there is no good reason for longer continuing the first preparatory year. (3) The Lincoln High School ought to be made the preparatory department of the University. This, as has been before advocated, is the plan adopted in Michigan. The older a class of students there are in any university, the better will the work be done. Again, Grammar, Elementary Algebra and

Physics, and all similar studies, have no place in a university.

THERE are some things that students cannot well discuss without seeming to reverse the sphere of professor and student. Methods of teaching a class is one. With no excuse except the injustice done the members of some of the higher classes, the STUDENT ventures to make a few remarks. The aim of a teacher surely ought to be to develop what there is in a student, to teach him to think for himself. True, there is a certain amount of machine work that every child has to accomplish. But this is, and ought to be, done when a child. When he can only grasp the particular, and not the general, then it may do to ask those questions that can be answered in a few sentences; it might possibly be in order to give these simple little questions, with the page on which the answer can be found in the book, a week or ten days before an examination; it might be excusable to ask these children of eight or ten years of age a third or half of these petty questions and call it an examination of the work done during the term; all this in its proper place—the grammar school—is well enough. When such methods are used in teaching Juniors and Seniors, especially the latter, of a state university, they lose much of their force and can only appear ridiculous in the eyes of the students.

One text-books may discuss a subject well and thoroughly. It, like the other, may do for young students. But for advanced ones the day of one text-book is past. It is only a guide which serves to indicate the order in which subjects are taken up. One man's opinion never made anything true. Nor does one author's assertion, however great a scholar he may be, carry conviction to the true student. Independent investigation, independent thinking, is what a professor should aim to cultivate in a student. If he fails to do this, he fails as a teacher.

Students of Cornell college, Mt. Vernon, Iowa, keep and publish a record of the attendance of professors at chapel exercises. The marks vary from 0 to 100 percent.

The new college song book is at last ready for distribution. It is printed on tinted paper with rich silk binding, and until the first of July will be sold at the remarkably low price of \$1.30.

At Kansas University a copy of Blaine's eulogy on Garfield was given to each regular attendant at chapel exercises. The *Review* looks upon the scheme with suspicion and sagely remarks that "This step seals the deathblow of the 'chromo dodge.'"