

HESPERIAN STUDENT

UNIVERSITY OF NEBRASKA.

VOL. XI.

LINCOLN, NEB., APRIL 5, 1883.

INo. X.

MISCELLANEOUS MENTION.

Exaggeration, it is said, is a characteristic of American humor. Our people like to talk, and who has a better right? We are bounded on the east by the Orient and on west by the Occident and on the north by the Aurora Borealis and, therefore, it is expected that we should use tall speech.

The following addressed to Napoleon I, has lately been found in Germany.

"Vaticinor tibi, quod navalis laurea cinget
Tempora, nec magna spes mæoe destituet,
Dejiciet tua gens cunctos, nec Gallia victrix
Denique frangitur litus ad Albionem.
Sors bona, non mala sors concludet proelia quare
Tempora te dicent: pars bona, non mala pars."

Now read it backwards and observe the opposition in meaning.

Sum hav advizd that the cor ov edoturz of the Hesperian Student adopt the fonetik sistum of speling. In this thar wood be several advantijes: first, it wood kuver a multitude ov erurs under the garb ov reforms; sekond, thar wood be no knead to correct the proof; and thurd, the wurk is olredy begun and hence shoold be pusht forward with ol spede. The editurz ar urnesily rekwested tu give thar atenshun to this importunt biznes.

Who hath warmed the frozen river?
Who hath cured the old oak's shiver?
Who hath shorn the world of snow?
Who hath calmed the wind's wild blow?
June Thaw.

Who hath warmed the students' toes?
Spattered mud upon his clothes,
Who doth make the sleigh-bells jingle
With the chirp of co-eds mingle?
June Thaw.

Do what you believe to be right under all circumstances, but remember that, if you try, you can convince yourself that almost any thing is right. What you honestly believe you are not accountable for. This is the most comfortable religion in the world.

If you are asked a question you cannot answer, don't hear it, if you can help it, but if you can't help it, get somebody to answer it for you, if you can.

Stand up for the right, if right is in the majority; if it is not, prudence will command you to keep still till it is. When any cause triumphs always be on that side, and be sure to make people believe that you were the original starter of it. Always tell the truth, if you can; if you cannot, tell no more lies than you can help.

The question of elementary education attracts great attention, at the present time, in every country of Europe. Philosophers are busy working out the unsolved problems connected with human culture and development. States-

men are considering the ways and means of increasing national strength and prosperity by making education universal, and teachers are discussing courses of study, and methods of improving instruction. European teachers are, as a body, more learned than ours. They have made more special preparation for their work. But they do not evince that natural aptness as instructors of youths, which is characteristic of American teachers. They seem to be too slow, too heavy, wanting in versatility of talent, in mental flexibility, and ready sympathy.

Thinkers are very scarce. Some persons think in a one-sided way. They get one idea into their heads, and it being so small, fills the entire cavity almost to bursting. On all occasions they talk about it, explain, argue, write, and try to convert every body to their belief. Thinking persons are disgusted, but shallow and small brained persons are converted. The broad, generous, roving brain well balanced and counterpoised, is capable of taking in many ideas in weighing, comparing, and inwardly digesting them. The result is wise conclusions, solid arguments and generous convictions. Such brains like the great mountains receive most of the sun-light of common sense. They stand as landmarks of the centuries, clear in their grandeur and memorable among minor changes.

We instinctively worship great mountains and great brains. A good fool we despise, but a great knave we tolerate.

It is useless to try to prove that any one study should receive exclusive attention in our schools, neither should any one branch of learning monopolize more than its deserved share of time, but while these two propositions are true, it is also clear that every study should receive as much thought, time and labor as its importance demands. The mathematical branches are studied as thoroughly as they ought to be, and it is thought by some that too much time has been given them, more than the good of this practical age demands. The world needs investigation in what will be for the good of mankind,—in what will minister to its efficiency and wealth. The investigating spirit, stimulated by the study of the natural sciences, is full of sympathy with the bold, aggressive spirit of the nineteenth century. Never before in the history of the world has mind reached out so far beyond what the eye can see. This activity stimulated by research and investigation, cannot fail in being useful in the highest degree to the mental powers. Instead of plodding through the intricacies and contradictions of human speech, the mind is brought into direct relation to the speech of the Creator. Instead of attempting to harmonize discordant opinions of men, it is called upon to classify and second the magnificent thoughts of God. The natural sciences should occupy a prominent place in our college course.