

# HESPERIAN STUDENT

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A school in one of the largest Buddhist Temples in Japan, where several hundred young priests are being educated, has recently adopted the Bible as one of its text books for daily study.

Andrew D. White, of Cornell University, has been elected president of the American Historical Association which held its first meeting at Saratoga Sept. 9, 1884. The object of this association is the promotion of historical studies by bringing into personal contact students and writers of history.

The fall term of the University opens with a bright outlook. The *Student* welcomes those who are here for the first time and extends its hearty congratulations to all who are now enjoying the superior advantages here afforded. Our learned professors, both old and new, are doing their best to raise the standard of scholarship and to make this institution the pride of our noble state.

"The English language is spoken by more people than any other on the globe. The written language of China is understood by more people; but, as spoken, it is not one language, but many. English is spoken by not less than one hundred millions of people, and is rapidly increasing in use, in all the various points where it comes into contact with other tongues; while the vast diffusion of English literature in all its branches, give a constantly widening sphere; and wherever it goes it carries a larger amount of evangelical truth than any other language.

A recent writer has said that brain work is as necessary and healthful to the economy as muscular exercise and both are essential to health. The condition, however, under which brain work is wholesome is freedom from anxiety and worry. If the work can be done calmly and dispassionately, it is but the natural physiological action of a bodily function and, like the escapement wheel of a watch, is part of the machinery to the movement of the whole. As a machine may run for years without friction but soon wears out when sand becomes mixed with the lubrication, so the human machine may run along.

Dec. 1, 1884, is the date for the opening of the world's fair. The states and territories in the Union, as well as all the civilized nations on the globe, have been invited to participate in this grand exhibition. The project is on a more extensive scale than ever before attempted. The roof of the main building alone covers forty acres of ground. The entire available floor space will exceed two and one half million square feet. A great proportion of this space is already taken by the prompt and vigorous movement of foreign countries as well as our own states and territories. A prominent feature in Nebraska's exhibition will be its "Model Farm" with all the modern improvements and conveniences. Arrangements are also

being made to plant one thousand forest trees and an equal number of fruit trees on the exposition grounds. There will be varieties tested and known to be reliable on Nebraska soil. Many other items of interest in regard to Nebraska's share in the world's centennial will be found in the appeal to the people of the state from which these facts have been gathered.

A long felt want in our University is at last beginning to be supplied. Our students have not come in vain for mental development. This has been thorough systematic. But is this the sole end and aim of education? How often we find this question practically answered in the affirmative by the graduate that yearly leaves the schools and colleges. How many enter with high expectations for the future, who leave, it may be with brilliant honors but so impaired in health that their bright hopes are doomed to disappointment. This is certainly a system of education unworthy of our modern civilization. Better return to the crude system taught by Cyrus the Great—"to speak the truth and hurl the javelin." If we ask ourselves the cause of this, may we not find the answer to a great degree in a very few words? *Lack of systematic physical training.*

How often is heard the insinuation that if the present generation had to work as hard as their forefathers did there would be no call for gymnastics or calisthenics. This may be true to a certain extent but it is not always the amount of work that is lacking. It is this very exercise taken without proper regulation that is often the means of breaking the student down.

A famous writer has said: "With all our lectures, conversations, newspapers and other similar means of mental culture we are not willing to trust the intellect without scientific training. The education of chance would prove unbalanced morbid propellers." Is this not equally true of the body? As a mind devoted entirely to one branch of study would soon become dwarfed in its other capabilities so the body is strengthened and developed by exercise in proportion as it is systematic and general. For this reason gymnastics and calisthenics are no longer regarded as a pleasant pastime but an *indispensable necessity*. Until recently this has only been recognized by a few. More than twenty years ago noted educator wrote—"Before our system of education can claim an approach to perfection we must have attached to each school a professor who thoroughly comprehends the wants of the body and knows practically the means by which it may be made symmetrical, flexible, vigorous, and enduring."

Many institutions have recognized the truth of this and adopted a system of physical training. Our own University has taken initiatory steps toward such a system and we hope it will continue to make advances in this direction.