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Our library table is well supplied with current literature, and our students should do more at reading it. Press of study cannot excuse any student from ignorance of current events. It is due to our reputation for intelligence that we keep informed on current topics.

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It is often remarked that nothing is worth attaining for the sake of mere attainment. If a discovery is not "practical" it is not worth the trouble of the making. This is one of the narrowest of views. If only for the fact of the knowledge alone, it were worth while to strive. Think what the fact of man's knowledge has done to do away with superstition and say if you can, that knowledge does not, of itself, benefit.

For this reason if for no other it were worth while to seek a liberal, broad culture rather than an exclusively technical training.

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"As little bees, from every place, bring home that which is profitable, so a student doth accept from every author that which best suits his purpose."

It strikes us that any one who chooses to call himself a scholar, may gather from various authors, matter relating to any given subject, but that alone is not proof that the name is legitimately assumed. The bee's work is not finished in the gathering. There yet remains the constructive work, — the building of the comb, the storing and sealing of the honey; so the true test of the student is not mere accumulation but the reworking and construction of that which is gathered.

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It seems to be the general feeling that Gladstone, if he comes into power at all, will do so with the deliberate intention of forcing from Parliament a settlement of the Irish question. The conservatives will certainly be opposed to it and with the antipathy to a compromise natural to Englishmen, in his own party it appears doubtful whether even Gladstone will be able to accomplish the long delayed, expected and dreaded consummation of Irish struggles for independence. In the demand which Mr. Gladstone is reported to have made, that Parnell guarantee the rights of British landlords, it appears to us that he stipulates for the retention of the very thing which has given color and force to Irish demands. It is our opinion, modestly said, that were the practical grievances of the Irish in the matter of land tenures and taxes alleviated, the question of home rule would care for itself.

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Some most instructive lessons might be drawn from the eagerness, intense anxiety and anguish of soul with which the students await their final "marks" in their various studies. We do not wonder that so many educators have declaimed against the examination system as destructive of the true spirit of learning. Yet it does no good to go to extremes. The system in use has features which give advantage over every other plan that has been tried. If students knew just what they were studying for there would be less complaint. It would be a good plan to look the work for the coming term

over carefully, and plan the objects to be gained by the term's work. Study could thus be done more intelligently and profitably. We do not give this advice merely to gratify an insatiate desire to advise, but because we think such a course would do away with much of the objections to the examination system. Then finals would be regarded by students, as well as teachers, as tests of the work done during the term, not as the results of a day's "cramming."

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The question has been propounded at various times whether the University or other schools for higher education should be under the management of men elected by the people, and subject to support by appropriations by a state legislature. Such an amount of red tape is necessarily used that the proper development of the institution is greatly hindered, and those who have its interest greatest at heart are often sadly discouraged in their work. There is another side to the question, however. A University such as ours should be will never become a success unless it is founded on the hearty support of people. The ideal University does not stand alone, a lamp of learning in the minds of ignorant people. The day of such schools is past. The ideal school is to be only a reflector of general intelligence and an intensifier of it. The school of the people must there slack its hasty strides and keep pace with the intelligence of its patrons that it may also have their sympathy. We say; let our University rest upon the people, not alone in theory, but also in fact. Let the people feel that the University depends on them for its prosperity and they take a double interest in it.

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A thought brought out in a recent discussion seems worthy of reproduction. It is this: that the mere fact of knowledge is enough to warrant an expenditure of blood and treasure, which to many may seem terrible. Many advise a discontinuance of Arctic expeditions because the so called "practical" results will not warrant the cost. On the other hand when we think of the value of that Anglo Saxon spirit which is determined to leave no stone unturned, nothing unknown that may be known, the returns assume a practical aspect and the cost of cultivating such a spirit seems not so great. To our mind there is too much of this craze after something "practical" in those who are not fitted to discover real worth in anything which does not give results which they can, like a doubting Thomas, handle, weigh or measure. Such a spirit fails to recognize the superiority of mind over matter and estimates the former far below its real worth. From this cause the exclusively technical education has come to be fashionable and has supplanted to a certain extent, that which merely trains. Though the "practical" man may be able to see nothing in exploration but an attempt to gratify ones curiosity the philosopher will see in it the expression of that spirit of inquiry which has weakened superstition but not destroyed it. Men do not yet venerate wholly from knowledge, but partly, at least, from ignorance. Much of the loss of life and money in former expeditions has undoubtedly been needless, yet we venture to say that the gains will largely over-balance the losses.