

society of friends and of the milder material pleasures they could not know. But with Horace these were the embellishments of life. To recline beneath his shady laurel and share with a friend the mild Italian wines was his delight. To fly from Rome with its heat and turmoil and its false hearted society—to retire to his beloved Sabine farm—to wander over its smiling fields “singing of his Lalage”—to lave in the clear, cold waters of the Digentia—these and such as these are the pleasures of which he makes so frequent mention in his works.

In the doctrines which he taught Horace is free from the mistake of constructing a system too ideal for practical application—a mistake which other philosophers before and after him have not avoided. Plato in his “Ideal Republic” conceived a political scheme so fanciful that when it came to be applied to an actual state proved utterly worthless, and the same might almost be said of many of the ancient ethical systems. But Horace, while he sought to improve the condition of his age, still was careful not to erect a standard too high for attainment. Thus on the subject of pleasure he avoided both the Stoic and Epicurean extremes. He sings the praises of the festal board and of the brimming bowl, but against the excessive use of these he lifts up his warning voice.

Moderation is indeed a marked feature of his system. Pleasure, he might well point out to those who were seeking it, ceased to be pleasure beyond certain limits, and the evil effects of the excessive indulgence of the times—the sumptuous banquets and nightly revelries furnished him with abundant illustrations.

The zest and activity which mark the commencement of the University year are in striking contrast to the languor of the last days of the summer term. During the vacation months many of the students have been scattered throughout this and other states, engaged in providing ways and means for attending another year. With most of them, no doubt, their *alma mater* was the subject uppermost in their minds. The coming college year was looked forward to, plans were laid and however pleasant their surroundings they probably felt that their more important interests were elsewhere. This leads us to the observation that the modern university (whether on the American or German plan) is a miniature commonwealth where the students hold their citizenship. The old-fashioned idea of a college was not infrequently that of a modified house of correction where students were to be kept continually in the straight jacket. The professors were taskmasters and detectives and their victims were justified in breaking rules as much as possible. But the new idea of a college or university is rather that of a community in which all students share certain privileges and, like the citizens of a republic, are in a measure responsible for the good name of the institution. The members of the faculty are to be regarded as guides and assistants, and college as a place where students come not for drudgery alone but for other purposes as well, for hard work indeed, but for pleasure also, only being careful that neither of these pursuits encroaches upon the time allotted to the other. Better judgment and strength of character are thus required of the student, but this does not present as much difficulty in our own institution where so many come on their own account instead of simply being sent by others.

In another respect a university bears a marked resemblance to a commonwealth. Edward A. Freeman speaks of the Americans as a nation who carry on with astonishing rapidity the process of assimilating population, of receiving foreigners and converting them ere long into American citizens. This

same process is constantly taking place in our own and other higher institutions of learning. New students come here whose interests and associations have been elsewhere. But after a time they are assimilated by the student community and even if their connection with it should last but a year they will naturally feel an interest in the welfare of the institution; but what is true of a republic is also true of a university, viz., that the sooner this assimilation takes place the better for all concerned.

In this busy college commonwealth, the HESPERIAN as its organ, hopes to prove a continued power for good. Representing no faction, voicing no partisan view, it hopes to be the means of establishing closer relations between old students and new ones, between undergraduates and *alumni*. Most especially it hopes to present a faithful picture of this period of our institution's history, chronicling events as they occur, important to us, however trifling they may seem to the outside world, and thus preparing a record which can not but be valuable to all of us in the future when we look back through the intervening years to the halcyon days of college life.

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It is not often that we are allowed the privilege of calling attention to a magazine article by one of our own *alumni*. But in the October number of the *Popular Science Monthly* appears an article from the pen of A. G. Warner, class of '85, entitled “Le Play's Studies in Social Phenomena.” The article is in the line of study which Mr. Warner is pursuing in his post graduate course at Johns Hopkins University. Though mainly narrative in its outline, it deals largely with economic principles and with theories, in general, regarding the social problems which are pressing forward so forcibly for solution at the present time. The economist, Le Play, who is so interesting a figure among the sociological writers of this century, is discussed from the standpoint not of a follower but of a critic. The weak points as well as the good features of Le Play's system are reviewed at length in the vigorous and interesting style for which Mr. Warner is so well known here. As an *alumnus* of the U. or N., and as a former member of its staff the HESPERIAN takes pride in recommending the article to the general reader.

#### EDUCATIONAL NOTES.

Beatrice is striving hard for the proposed Lutheran college. May her efforts be crowned with success. Not only are we in need of such a college as the Lutherans propose to establish, but the college to insure success needs just such a location as Beatrice. However we are pleased to learn that Nebraska is to have still another college and we only wait the opportunity to welcome it into our midst.

Nebraska may well congratulate herself upon the glowing outlook in her educational prospects for the coming year. With her common school teachers of a higher grade than formerly, with her high schools more numerous and with stronger corps of instructors, with York and Doane strengthened in courses and faculty, and with her State University more prosperous than ever and rapidly assuming its place among the best state institutions; Nebraska can now educate her sons and daughters without sending them to other states.

The upbuilding and elaboration of our tried and almost unequalled state school system is due to the efforts of the man who this year, we are about to dethrone, Prof. Jones. With proved efficiency he has presided over the educational affairs