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EDITORIAL NOTES.

BUT one number of *Studies* has yet appeared, and of course we can not presume to judge of the ultimate success of the publication by the reception of its number. But it is encouraging to think of the fact that wherever science is studied in earnest, *Studies* is given a place among the very highest grade of this kind. The greatest of the German Sanskrit scholars has said that Professor Edgren's article decides the long-disputed question as to the eighth verb-class; and previously the same authority had opposed the view maintained by the professor. So Number 1, Volume 1, marks the date of an important change in the study of Sanskrit. The leading German publication in the department of Physics, accustomed to giving space to abstracts only of even the best papers in its line, is to publish a literal translation of large portions of Dr. Brace's article. Dr. Fontaine's work is in a line of which only a very few are competent to judge, and it requires time for even the best qualified critics to prepare their report. Now this is but the first number. Those of the future, if we may judge by some of the papers already in the hands of the committee, promise to maintain the pres-

ent standard of the publication. The world is learning that original scientific work of the highest value is to be expected from the West, and notably from our own University.

ONLY a short time ago, all of us were called upon to undergo the ordeal of examinations. Probably no two weeks of the term were so tiresome as the one week of examinations; and yet all this work by professors and students accomplished practically nothing whatever. Each student was given his "standing" as compared with other members of his class. Some were humiliated; the vanity of some was flattered; and the great majority were merely bored.

We are supposed to be enjoying the "still air of delightful studies." We are trying to gain ability to think to the best advantage; and we are trying also to add some degree of culture to our natures. If these are not our aims, they ought to be. It is beyond the province of a college to teach how either to acquire a fortune or to splurge with the greatest effect. Sordid and selfish aims are diametrically opposed to those of a truly cultured mind. Now it occurs to us that the examination system must tend to increase one's natural selfishness. The spirit of the thing is competition. Occasionally there is a student who is pleased with high grades because they will give pleasure to "the folks at home." But if the student has lived as he should, his parents will need no such evidence to tell them that he is not wasting his time. The most of students everywhere, we believe, strive to excel in examinations merely for the sake of being duly talked about and of being given an opportunity to splurge. This disposition exists, in a greater or less degree, in everyone's make-up. If it be turned in the right direction, it is praiseworthy ambition; if in the wrong direction, it is the source of many of the most disagreeable of personal traits. The tendency of examinations is in the latter direction exclusively.

The custom of striving after marks is harmful to the memory also. Students will commit dates by the dozen with the full expectation of forgetting every one of them a week after the examination. This is not a habit to be encouraged. The memory can not retain everything, and nothing useless should be thrust upon it. The process will weaken it, instead of strengthening. A few facts are to be com-