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SCHOOL AND COLLEGE WORK

Matters of General Interest in the Educational World.

PREPARATIONS FOR FALL WORK

Some Phases of College Life Provoke Commendation and Criticism—Expansion of Various Institutions.

The complete calendar of the University of Nebraska for the year beginning July 1, 1908, and ending July 1, 1909, together with the announcements for 1909-10, has been received from the printers and is now being distributed.

The announcements for 1909 are as follows:

September 6, Monday—School of Music, first term, begins.
September 21, Tuesday—First semester begins.
September 21-25, Tuesday-Saturday—Entrance examinations and registration.
September 22, Wednesday—College of Medicine lectures begin at Omaha.
September 25, Saturday—10:30 a. m., opening address, the chancellor; 8 p. m., university reception to all students.
October 1, Friday—Registration begins, first semester, Lincoln Dental college (associated with the university).
November 1, Monday—School of Agriculture, first term, begins.
November 15, Monday—School of Music, second term, begins.
November 24, Wednesday—6 p. m., Thanksgiving recess begins.
November 30, Tuesday—8 p. m., Thanksgiving recess ends.
December 7, Tuesday—Regular meeting of the Board of Regents (first Tuesday after the first Wednesday in December).
December 17, Friday—6 p. m., Christmas vacation begins.

Under the heading of "General Information," the calendar says the grounds and buildings of the university are distributed among three groups: The original campus is situated in Lincoln, with the main entrance at Eleventh and R streets, contains sixteen buildings devoted to academic, law, medicine and engineering instruction; second, the university farm of 320 acres, two and one-half miles northeast of the original campus, containing nine buildings devoted to instruction in agriculture, home economics and forestry; third, the medical college building in Omaha at Twelfth and Pacific streets.

The university library consists of 85,000 volumes. These volumes are divided among a main library and eleven department libraries. In addition to these the students of the university have access to the following libraries: State library, 65,000 volumes; Lincoln city library, 26,000 volumes; Nebraska Historical society library, 16,000 volumes; Medical society library, 1,300 volumes.

The university is well equipped with laboratories in anatomy, astronomy, bacteriology and pathology, botany, chemistry, civil engineering, electrical engineering, economic geology, geology, geography, mechanical engineering, mineralogy, physics, psychology, physiology, and pharmacology and zoology.

The university museum is in a fireproof building and contains a large number of important collections of geological, zoological, agricultural and archaeological specimens. The university herbarium contains 12,000 mounted specimens of plants.

NEBRASKA'S GREAT MUSIC SCHOOL

University School of Music Anticipating Very Large Attendance.

The University School of Music at Lincoln is preparing for an unusually large number of students for the coming year. Thirty practice rooms have been added to the already well appointed building and as many new pianos have been installed.

This is the sixteenth year of the school and it has had a phenomenal growth. Established in 1894, it has grown from the smallest beginnings to an enrollment of 600 last year, with the faculty of more than thirty. The corps of instructors includes men of large reputation, and its patronage covers the entire area west of the Mississippi. It has a large and efficient school orchestra, which presented several standard symphonies last year and gave twenty-six artists' and graduating recitals.

The musical atmosphere seems very attractive to serious students and the comprehensive outlines are not excelled by any of the greater schools of the country. Nebraska should have much pride in the possession of such a school, and those who are contemplating a musical education should not feel it necessary to go farther east when such superior advantages are offered within its borders.

The Kearney Normal.

The fall term will open September 13. The registration promises to be fully up to the registration of the past, if not greatly in excess.

The autumn bulletin recently sent out contains the course of study and a complete statement of the work done in each department.

The normal carriage will meet all trains on September 15 and 16 in order to assist students to their boarding places.

Notwithstanding the dry, hot summer, the school grounds are looking fresh and green. The splendid irrigation facilities from Lake Kearney and the canal furnish an abundance of water. Trees, shrubs and flowers are in fine condition.

The office force is busy at the present time listing boarding places and assigning students thereto. No difficulty will be experienced in finding comfortable and convenient board for all students who come. The average price of board and room in private families is $3.50 per week.

The Buffalo County institute is in session this week. Dr. W. A. Clark, Prof. M. R. Snodgrass and Mrs. Grace E. Steadman, all of the normal faculty, are assisting Superintendent Hayes. The institute is being conducted in the normal school, which provides very suitable arrangements. A reception was given to the teachers on Tuesday evening.

During the summer the walls of the rooms are being decorated with water colors and thoroughly disinfected. The building presents a more attractive appearance year after year. A remarkable feature of the State Normal school at Kearney is that during the four years it has been conducted there is not a mark or a scratch upon the building from one end to the other, outside or in, or upon its furniture. The management believes that teachers who go out to become custodians of public property should have definite ideas and ideals relative to the care of school property which is entrusted to them.

The 1910 senior class at the normal promises to be the largest in the history of the school. A large number of experienced and successful teachers of Nebraska are being given a year's leave of absence from their posts of duty in the public school service and will finish up their normal school education and receive their life certificates during the coming year. These experienced teachers are appreciated by the management of the school, as they offer a substantial nucleus for the student body.

WHAT COLLEGE STUDENTS READ

Unjust Conclusions Based on Limited Investigation.

A limited investigation of the reading habits and tendencies of the students in "one of the larger colleges of the middle west"—no name being given—affords rather slight material for general conclusions. There are colleges and colleges, libraries and libraries, and conditions at Madison, say, might not be at all similar to conditions at the University of Chicago, comments the Chicago Record-Herald.

Thus we are told by a writer in the Outlook, who has made the investigation alluded to, that students do not read the daily papers, as a rule, though they do exhibit a strong tendency to read weeklies that make a feature of comprehensive news summaries. But the reading of daily papers is one thing at Madison, Champaign, Urbana, and another thing in Chicago, New York or Boston. The chances are that in the great cities college students read newspapers far more regularly than in small university towns.

It is reassuring to hear that college students do not care for trash and sensationalism either in journalism or in fiction. Though their reading is distinctly unsystematic, it is not unwholesome. Their taste is sound, we are told, though ill directed to some extent. What is deplored is the apparent indifference of the students investigated to biography, history, criticism, essays and the higher poetry. The cultural influence of good fiction is not to be disparaged, but, of course, it is not to be compared with the influence of works telling of great and noble lives, heroic and splendid deeds, decisive victories for civilization and progress.

Observing once more that more facts and fuller knowledge covering a variety of conditions are needed for firm conclusions, it may yet be said that the probability is as alleged. At Princeton an effort has been made to raise the reading standards of the students and stimulate their interest in good books and profitable discussion of serious themes. That points to a recognized defect, and so do the complaints of educators as to the neglect of the Bible, Milton, Shakespeare and the classics generally. It is safe to say that there is room for improvement everywhere, and that the reform ought to begin in the grammar and high schools. It may be true that there is but little time and mental energy for reading before college, but the little the pupils have can be much better occupied than at present. There is no boon comparable to that of a taste and love for good reading, and the schools that fail to confer that boon largely fail of their purpose.

This is why proper relations between schools and libraries are so essential, and why fitness in the broader sense should be required of teachers and librarians.

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Progressive Plans of Western Normal at Shenandoah.

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(Continued on Seventh Page.)

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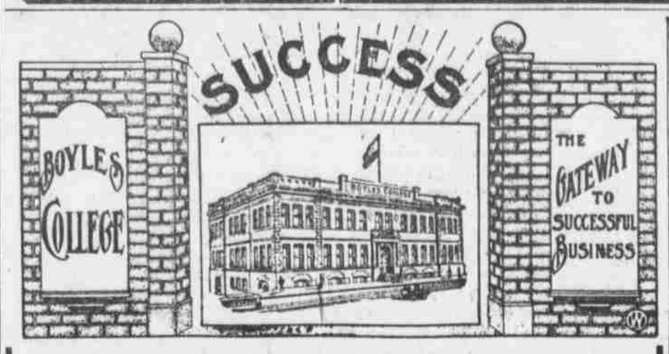

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