

ects. We are aware that it may be said from this, that we underestimate the value of class lectures. But there remains considerable difference between a prepared lecture and rambling talk in the class-room.

By the second method, the student is thrown upon his own responsibility. The topics assigned are to be mastered before the recitation, not in the class-room. Here, the difference of opinion that result from different authors are reviewed, and their respective merits noted. This method, it may be said, demands hard and tedious study on the part of the student. We readily grant it, but we are inclined to believe that he who thus pursues a study, leaves it with an accumulation of knowledge, practical, efficient, useful.

True education must then belong to the latter method. Though it may appear an irregular method of procedure, yet is it indicative of accuracy and competent scholarship. The earnest student can not but welcome its introduction to the State University of Nebraska.

We would once more urge upon the students the duty of their subscribing for their College paper. We have spoken of this two or three times, but for some reason our remarks seem to have had little effect. Perhaps it may be from the fact that we have not made the *STUDENT* as interesting and valuable as they think it should be. To this we reply we have done the best we could with the ability and resources at our command. Three or four persons cannot give sufficient time to make a paper valuable or diversified in contents, especially when they feel that they have neither the moral, mental or financial support of those whom they are laboring to represent. When only about forty out of two hundred and twenty five students take interest enough to subscribe for the paper; and a much less number can be prevailed upon to write for its columns, there is not much encouragement

for the editors to work. You may say, the more honor to them if they succeed. But you must remember there is something to do in school besides work for honor. The editors have the same lessons to prepare that you have, and do any of you want to give your whole time for the little honor to be gained? To be sure, most of the students read the paper, but at some other person's expense. Is this right? All seem to be anxious to know when the next number is to be out, now if they were only as anxious to know whether their subscription had expired—if they ever had subscribed—whether the editors were supplied with copy, or whether all the interesting events constantly taking place were recorded. *THE STUDENT* could be made both better and larger. We do not to complain of all; some have ever stood ready to help to the best of their ability, but of the majority we are sorry we cannot say this. As this is our last issue we feel free to urge all to give the paper a more hearty support than it has had in the past. By doing so you not only increase the reputation of the editors, but you also increase the influence of yourselves and the University.

Never since our connection with the University has the interest taken in Society work been as earnest and practical as during the present term. This interest if it continues will soon show itself in the character of the scholarship which will be developed among the students. They will have better command of themselves before a public audience, an ease and accuracy of expression and thought, and finally a capacity to think and reason for themselves, which the regular course cannot give. If one gains nothing more in these Societies than the power to think *on his feet*, and to express what few thoughts he has in a clear and concise form, the time thus spent would be amply repaid. But this is not all, for in some of the debates we have had this term, the debaters have studied their sub-