

do the muscles under the same conditions. A student will gain more knowledge by studying four or five hours a day than if he would study ten or twelve hours, besides he invariably leaves college with a broken-down constitution. The STUDENT hopes that these students will never again be caught burning the mid night oil.

THE wants of the University are many indeed. It has had its professional wants filled, but all departments are crowded to death. With the addition of the medical department and the increased number of professors and scholars in the literary school there should come the increased facilities for work. Especially do the medics and chemists need this enlargement of apparatus and space. We earnestly hope the legislature will be obligingly liberal and "come down" sufficiently to erect more buildings, pay the faculty better and still have enough funds left to give the chapel ceiling its much needed second coat of plaster.

THE students are rejoicing that Professor Bessey has arrived and begun his work at the University. Room thirty-four is being fitted up for his work room and the herbarium in the museum is moved to his room and increased by five thousand fine specimens which the professor brought with him. For several years Bessey's Structural Botany has been used in our college and considered the best and most complete book yet published. In fact it is so acknowledged by almost every college in the land. The citizens of Nebraska may well be glad that this distinguished man is now in our State University, and that the important studies of Botany and Horticulture will soon reach as near satisfaction as they have any where in the land.

THERE have been occasional thrusts in the STUDENT at the medical students and their department. We hear that these have not been taken in a very good-natured way, at least they have not been taken in the way in which they were given. We would say to those students that we have no desire to say anything that would reflect upon them and their department. We welcome you here and say get all the good you can while here. We are thankful that the legislature, in its wisdom, saw fit to establish such an institution here. But we would say that students of the medical department cannot expect immunity from attacks from the STUDENT for everything in the institution must take its turn, and the Meds certainly will not be ignored. With good will toward our medical brethren, we hope they will not be offended at what little thrusts they may receive from time to time, but feel that we acknowledge their rights and our duty to respect them.

PROFESSOR HICKS gave a lecture or, as he preferred to call it, a talk to the class studying Physical Geography at the Lincoln High School. The Professor took as his theme "How America looked when it was Half Grown," and entertained his audience for over an hour with vivid pictures of the scenery of Carboniferous times and, incidentally, that of the mesozoic and cenozoic ages. Although the talk was simple and unpretending it was nevertheless of interest to all. The collection of fossil remains of Carboniferous flora and Tertiary mammals exhibited at the close of the lecture was not an uninteresting portion. Such lectures bring the pupils of the High School in closer relationship with the University and cannot fail to work out good results in more ways than one.

THE November Newsletter claims that although a classical student can read any language more readily than a non-classical, yet he can't possibly learn to speak it readily because he does not learn to speak his Latin and Greek. It seems to the STUDENT that there a Slight Fallacy crept into the editor's mind when he began to write this criticism. If a classical student makes any progress in his Greek he must of necessity learn the words he reads. Although he may not always be able to read them with ease, yet he exercises his memory on it as much do his Scientific and Literary compeers on Biology and History. To be sure his knowlege of general grammar and root words does not serve to assist him in pronunciation as it does in reading. But unless the editor wishes to claim that the classical course wantonly cripples the student's memory he can't claim that he is not on equal footing with others in solving the mysteries of a foreign pronunciation. The truth of the matter is that the a proportionate time spent by classical student upon pronunciation as compared with that spent upon syntax is greater than in the case of a non-classical because the classical has to spend so much less time on syntax.

THERE seems to be a tremendous prejudice in this part of the globe against the introduction of any customs from that effete and worn-out land—the east. But really, unless all the "glorious improvements" of our country are worse than useless, it seems that perhaps the sooner western institutions assimilate to a large degree the leaven of the east, the sooner will come to us a higher grade of culture and refinement. If, for instance, in the east it is a pleasing custom for the college boys to wear hats, canes or pins to distinguish themselves slightly, and if this custom has produced no bad results, then why in the name of common sense is all this kicking and charges of dudification which the western press and people shove upon our unwilling notice. There are no rules