

if they have to and it is the business of the faculty to see that they are not allowed to shirk.

THE cheerful clatter of the lawn mower is at last heard upon the campus. With that love of industry so noticeable in the laborers of the college, the janitor immediately upon its arrival added a seat to the machine in order to give the equine animal who precedes it something to do; now he may be seen with his broad brimmed hat at an angle of forty-five degrees with the horizon and his face aglow with exercise driving the prancing Pegasus up and down the various geometrical figures which compose our front yard. At this rate Nebraska will soon outstrip her eastern sisters.

THE "State Journal" is one of the fairest papers in the state when speaking of University matters, but one of its reporters went sadly astray in telling of the departure of the cadets for Milford. The misrepresentation was doubtless funny to any one that knew it was a lie, but those who depended only on the "Journal" for what they knew of the occurrence were justified in being scandalized. It was simply an assinine attempt at humor such as the "Journal" does not often permit to enter its columns and we wish to advise it, in a kind of fatherly way, to be more careful in future.

IF this number of the STUDENT is mostly filled with growling at the various imperfections of the University and its methods, it must be attributed not so much to the deficiencies of the institution as to the fact that the editors are enjoying examination week and are not in the happiest possible frame of mind. Of course it is not right that the editors as individuals should obtrude their troubles on public notice but in this case theirs are the ills of the student world and they but voice the feelings of all. From experience we know that it will be a comfort to see anything ill-natured on any subject whatever.

IN spite of the remarks that have been made in the high places of the University, there is no reason why a College Annual should not be a source of benefit to the institution from which it is published as well as advantageous to those concerned in its preparation. There is no other way so convenient and so cheap, of keeping in mind the various transactions of the college year. Of course a University scrap book will supply this need to a certain extent; but the publications of the papers do not show that vital interest in the University which shines in every page of the true college annual. And then in the one case the student gets by constant watching, toil, and expense what in the other only demands a slight expense and is a much better form for preservation.

It is often said by an essayist or a debater that lack of time prevents him from alluding to a certain point. Generally such an observation is useless and takes up time which were much better employed in some other way. When a man has a five minutes speech to make it is not expected that he will give a lecture, and he will be judged not by what he has to leave out but by what he gets in. There are certain of the most prominent ideas in presenting any subject which can be expressed in the time at his disposal, whatever it may be. If the point he omits be one of these, his statement that he must leave it out means simply that he has failed in making selection, which is one of the most common failings; if the idea be not one of those most important ones that could be expressed, it is superfluous to make any mention of it. A certain judge before whom Aaron Burr tried many cases, said that that great lawyer could so wind up a jury in five minutes that it took him half an hour from the bench to straighten them out. It is not time but ability that we lack, and if we must publicly call attention to our short-comings it would be more manly as well as more truthful to say, "Owing to my lack of ability these other important points will have to be omitted."

PROF. Adams of Johns Hopkins University in speaking of methods of historical study thinks that in using the cooperative plan it is better that the students should give the result of their independent work to the class by means of lectures, rather than by themes. His idea is that themes are more apt to be compiled, and that a class gets sleepy while listening to the monotonous reading of an historical rehash. The experience of the classes here confirms this view; and the inclination on the part of some of the students to turn their lectures into themes is one that ought to be checked. One can add to a theme page by page, working up one point after another, and so get together a large mass of matter without being compelled to grasp the whole subject at once. He may even make a very good synopsis of the theme in the same piecemeal manner, whereas if he had to get all the ideas into his head in a systematic manner, so that he could depend upon being able to give them impromptu to his auditors in their logical order, it would be much more certain that he had mastered his subject. Another part of such drill might be rather severe cross-questioning by the professor on any points that he may think are vulnerable. After spending a month or two in special study on any point the student ought to be able to defend against all comers the most important assertions that he may make; and to know that he will have to do so will make him more thorough in his preparation, and more circumspect in his statements.