

their diplomas, analyze a simple sentence. If this state of things is peculiar to American institutions though we are already branded with shallowness, let it still be told with shame.

Let us now look at the matter practically, if we can. We have an effect. Truly an effect deeply grounded in wrong. All we can do then is to look carefully for the cause, and if possible eradicate it. First, we have a system of education. But there is a cause which produced this system. Does our system represent the will of the populace? No. The people call for education in a proper sense. They pay for it, yet are cheated out of it. What is the cause of this state of things? It is our laws. Laws are properly the carrying out of the will of the people. If they merely state the "how," they are not half what they should be. It is plain that they are defective. Turn now to *their* source. It must be in error. We reach the question, Who are our law-maker? That they work blindly is proved by the result of their labors. They either aim at the improper effect, or take the wrong measures to secure the true effect. If we examine, we find that in some degree they do both. The true effect is either unknown or lost sight of. *Educere*, we claim, is in its very nature a secondary effect. It implies a subject and an object. It also implies *ubi, quæ, in quo, quomodo*, in each individual case. The soul of the teacher is subject, that of the pupil is the object. What are their relations? How is the soul awakened? In what does its *energia* consist? In what its slumber? These questions and others lie far back of *educere*. They must be answered before we can rightly be said to educate. These then are crop-pings, rich and inviting, but have never been removed from their resting places. And still beneath, we have reason to believe, there runs a well defined ledge reaching downward, growing richer as you descend, upon which Science, with all her continually improving appliances, may sink and work forever.

THE UNIVERSITY.

Few schools of like age can boast of equal advantages, or point to more good resulting from their operations. The University has been in existence for five years. It was organized at a time when the country was very thinly populated, when there were hard times, when the state itself was weak. During this period of its life, our western country, and especially Nebraska, has witnessed devastations and droughts that are almost without a parallel. The school has grown, nevertheless, from the first, both in its influence and in the number of its students. There have been, so far, ten graduates, some of whom possess marked ability. In this time however our foundation only has been laid, and we now look upon the work as happily approaching its completion. It is a foundation combining strength and beauty, and worthy to support a structure though ever so imposing.

The first year the catalogue contained only 125 names. There are now 170 in regular attendance, and in all probability there will be 300 names registered before the end of the year.

There have been several changes in the faculty since the last commencement. Our new Chancellor, Dr. Fairfield has shown himself a man of broad and liberal views, of fine culture, and possessing that genuine enthusiasm and keen judgment necessary for so great a work.

The other new members of the Faculty, Profs. Collier and Emerson, and Lieut. Dudley, not only come to us well recommended, but have proved themselves to be men well qualified in their several departments of labor. The Regents wisely concluded to open the Military Department this year, since in doing so they incur no additional expense, neither is there any increased burden on the general government. Their policy has been to open the several departments, as the funds of the University allow, and the times and occasions demand.