

ter than no course, but as time and circumstances change, so also changes the rigidity of the discipline. Further, as the spirit of independence was strong in the students there cropped forth a tendency to do outside work, and to construct opportunities for learning the theory and art of politics and other things not in the college curriculum. This tendency also, wise professors wisely allowed to crop. Again it was seen that, as providence had ventured to place men and women in the same world it might be well to allow them in the same college.

Possibly it will occur to you that I am talking about western colleges and not about the University of Nebraska. So, to avoid the error of the clergyman who preached on infant baptism from the text "All flesh is grass," I would wander back to my subject and say that what has been said about western colleges in general is also true of the University of Nebraska in particular. This school like all its western brethren has been correctly stated. We cannot tell what revolutions in its methods will be effected by the future but for the present the great business of the University is to grow. The principles upon which it already rests are capable of a far mightier development than any they have yet achieved. Let us glance for a moment at the lines along which this development may be expected to take place.

(1) Departments will multiply. When all the colleges for which our charter calls shall have been organized, when at the head of each department in each college there shall be a specialist intent upon developing and extending his particular branch farther with each ensuing year—then shall this school increase as a tree of the forest grows—each branch and twig reaches out farther, and farther, but all contributing by the very process of their growth to the extension of the trunk that upbears them all. In this development, the Industrial college shall find a great and growing duty to perform. I believe that a time will come when those who have to work their way in part need not expend their time in currying a doctor's horse or sawing a lawyer's wood; when the work that they do shall be for the state and in the direction of learning some useful trade. Strong is he who can go forth from college not only with a head full of formulas, but also with a hand trained to wield a composing stick, a blacksmith's hammer or other implement with which man wars on nature.

(2) The government of the school will change, but not radically. The causes that have produced the present absence of rules in this institution will lead, not, perhaps to greater liberty for that were hardly possible, but to better systematizing of the means through which students govern themselves. Already in some colleges there is a senate of students, before which are tried the various cases of discipline that arise. Possibly some such plan will become general, and surely it would be well, if, besides considering usual cases of discipline, it could act under established rules, as a court of arbitration whose decision even if prejudiced should be final for settling questions and etc. in the societies. At present we need but very little discipline and the faculty knows it, we are happy.

(3) Let us consider the spirit that does and shall animate the institution. While Americans are Americans

in whatever they may do they will be practical. In referring to a college course I do not use the word practical in its would be technical sense. It is now generally understood that it is ultimately useful for a student to hunt for Greek roots as for roots mathematical or botanical and that it goes as far toward educating a man for him to flounder through dictionary and grammar hunting up some rare form, as it does for him to seek a strange species of polywag in a puddle of rain-water. When I say that our college course will be practical I mean that there will never be here that sort of study which takes one down into the graves of departed languages until he can see nothing else; I mean that whatever study may be pursued shall be considered, not as an end, but as a weapon to be used in some part of the worldwide strife that rages in the eternal now, I mean that all the efforts put forth either by students or professors shall come from, and tend towards ideas as broad as our prairies; I mean finally, that, all the conscious or unconscious influences of the school shall be such as tend to fit the student to receive worthily the proud inheritance of American citizenship, that complete American citizenship which is already the birth-right of half our people, and shall be made the birth-right of them all.

ADDRESS OF WELCOME.

Three years ago to day we met in this room for the first real celebration of Charter Day, aside from the usual holiday. Since then it has become a regular custom, each returning year, so far, seeing a new method of celebration. We have been groping, rather blindly for that expression of our feelings best suited to the birthday of our alma mater. This year however, there is no doubt as to what Charter Day should bring to us! We all desire a closer acquaintance with the mind that is in the future to regulate the working of our University and no day can be more appropriate for the purpose than this.

The close of the school year of 1881-2 saw this institution deprived of its leader. In the intervening sessions this decapitated condition has entailed many disadvantages which may never be made up to us, for while we recognize the fact that the double work assumed by some members of the faculty was as well done as double work can be, we know further that waste of power is inevitable when new functions are added to accustomed duties. Nevertheless I think I express the feeling of all in saying that we do not regret the long hesitation of the Regents before filling the vacant place, since it shows that those who have our University in charge felt the immense responsibility resting upon them, the grave consequence, depending upon their decision.

Our feeling for the University is not merely selfish as students, nor even personal as its children, but we feel in addition to both, the interest of citizens of this state and of the United States. Even at the present time Nebraska begins to reap the benefits for which she has sown and labored. The first decade of the existence of this college has supplied graduates to high positions in the press, the bar, the legislature, the regency, in the public schools and local government. It has given to the University two professors and a half dozen tutors. In addition to the graduates and perhaps more important than