

tus and laying broad and deep foundations for future greatness, there is danger that it will neglect one or two subsidiary matters that are of importance to the students and essential to the complete success of the institution. Although a majority of our students have a genuine affection for the University, they display it unwillingly, and true college feeling is with us almost unknown. Three hundred loyal sons and daughters of the University could advertise our advantages more in one summer than could all the newspapers in Nebraska. They do not even make a respectable attempt because individual interest and responsibility is not felt. We do not ask the Legislature to purchase *esprit de corps* for the University, neither do we call upon the Faculty and Regents to pass laws requiring every student to love and work for his *alma mater*. We do believe, however, that the state and our authorities have the power to plant seed that will in time give us the desired fruit.

Nothing leads sooner to love for college than the cultivation of athletic sports. Class distinctions weaken when all meet on common ground for exercise. Once fairly started, the spirit is infectious—spreads rapidly and perpetuates itself. The direct gain will be great enough to warrant a considerable expenditure. The indirect good—greater attachment to the college and increased attendance, will be important enough to justify the serious consideration of the matter by our authorities. It is reasonable, then, that the students ask for assistance in this line. If there is one request that they have to make on this Charter Day, it is that steps be taken as soon as possible toward the erection of a gymnasium and the appointment of a professor of physical culture. It is a request that comes from both sexes, from all classes, and from every one of the colleges. To-night we look forward and see a grand future for the University. Among the good things of that future we trust that we see ample provision for physical as well as mental development.

The applause that followed the request for a gymnasium showed conclusively that the speaker voiced the sentiments of the students, who composed a large part of the audience. The Chancellor immediately promised that speedy action should be taken by the University to supply the demand. He then introduced Miss Nora E. Gage, who spoke on the general subject of

WOMAN IN COLLEGE.

The principle of Christian liberty, in the sixteenth century, broke the manacles from education, and every one is familiar with the outburst of intellectual activity that followed. To-day the same principle, acting upon popular prejudices, is extending to woman its benign influence.

To appreciate rightly their privileges, the young women of to-day need to turn their eyes to the past, to read the lessons which history has to offer. The time was, and that within a period surprisingly short, when a woman in college would have shocked the public sense of propriety quite as much as a woman at the head of an army. But happily her night is past. Grand heroes were they who dared to brave a mistaken sentiment, and tear away the barriers that fettered her mind—an emancipation worthy the noblest philanthropist. Various schools and seminaries were opened for her education, but it is of comparatively recent date that recognition of the economy of means and forces, of wholesome incitements to study, and of the elements of social culture has opened the same doors to the common instruction of young men and young women.

This system is far more general in the West than in the East, while in Europe but few institutions have ventured a trial. We are leading the older colleges. The child is father of the

man. At the head of the reformatory movement stands Oberlin college. She extended at her foundation, in 1833, an equal welcome to both sexes; and Homer's "rosy-fingered dawn" sent forth its first glad rays from the "misty mountain-top" of woman's intellectual world. The great leading minds began for the first time to realize the fact, and to appreciate it as an element of progress, that the aspiration to be and do is not a characteristic of man's nature alone, but a common principle of the human mind.

The new theory of education was still considered novel when Horace Mann, twenty years later, adopted it in Antioch College. To this zealous worker and to President Fairchild we are largely indebted for the educational advantages we enjoy to-day.

A great step had been taken, yet it was but one step. To meet this new phase a new policy was deemed indispensable. Accordingly two or three rounds were taken from the top of the ladder and a "Ladies' Course" adorned the pages of every college curriculum, granting them a place at all. Many co-educational institutions—the large majority, perhaps—still adhere to this at least nominal distinction. Nebraska has gotten beyond that. In training the minds of her youth, she knows no distinction. Our tasks are not only equal but identical, an equality which the young women of our State must feel it an imperative duty to sustain with merit. Nor do we believe they are failing in this. If as a common distinctive characteristic, we find on the one hand a more philosophic and inventive mind, there is perhaps on the other the greater linguistic perception, each tending to supplement and stimulate the other.

There are ever greater achievements beyond, nobler heights to gain; for every age is a prophecy of the succeeding one. If we have not yet reached the ideal, the sun is still above the horizon. It is bringing to light resources that for long ages have slumbered dormant under the bonds of ignorance. Woman's cry, "Build thee now stately mansions, O my soul" is meeting a more and more generous response, and nowhere more hearty than in our own university. It remains for us as loyal daughters of our college to make our records living proofs that we are worthy the benefits she is bestowing upon us.

This neat address was listened to with closest attention, and at the close the auditors gave hearty expression of their appreciation and approval. The next speaker for the students was Mr. Geo. B. Frankforter, also of the Senior class. His subject was

SCIENTIFIC WORK IN THE UNIVERSITY.

The demand for scientific work in our young state was such that one professor, in attempting to teach all branches, failed in each. With a single exception the departments were utterly destitute of apparatus as well as of professors, and only the annual announcement confirmed the fact that there was such a department in connection with our University. From '78 to '82 there was but little or no advancement. Since then there has been slow but steady progress, and the close of the present year will find these departments on a level with those of Kansas and Iowa. Some of the departments already deserve special mention. The museum has been enlarged by the addition of a number of valuable specimens, being so classified that the student can have practical work in natural history.

The department of botany has been built up till it stands second to none in the land. The herbarium has been increased by over 14,000 specimens from various parts of the world, with literature to correspond. The apparatus, though not expensive, was chosen especially for the student, and while the whole department is being built up economically, yet it is