

at the same time with ability and judgment. The department of chemistry until the last few years was sadly neglected, but the demand here, as in other colleges, was apparent and finally resulted in the building and furnishing of a new chemical laboratory.

The present condition of the sciences, with the exception of physics, is good, but it will require constant effort on the part of both Regents and Faculty to keep them up with the times; for Vulcan, the god of industry, still woos with passionate love Minerva, the sweet maid of science, and hand in hand the work of unfolding with lightning rapidity new and wonderful results, such as the world has never before heard of.

And now, since our University is rapidly approaching the front rank, we as its students appreciate and are thankful to the government for its liberality, and to the honorable Board of Regents for their wise administration. We have every reason to believe that both Regents and Faculty are working to make this an institution not only most useful to the people, but one of which the State itself may be proud.

Mr. Frankforter's enthusiastic speech was followed by a brief address by Mr. Dwight Moore of the Medical College:

THE STATE AND MEDICINE.

I have been surprised when conversing with people of otherwise liberal views, and many of them professionally educated, to find how great the prejudice is against the furnishing by the State of a free education to professional men. It is claimed that a young man studying law or medicine ought to furnish his own means, and that the use of public money for the purpose of giving anyone a professional education is an injustice. It is this spirit that for three years has retarded the growth of the Medical Department, has attacked its faithful Faculty, and made every attempt to thwart the Honorable Board of Regents in their efforts to sustain the Department. I cannot but think that if the opponents of state education would view this question in a fair and unprejudiced light they would see how false their position really is.

I know of men who, the present state of support withdrawn, would be compelled to spend in toil years—valuable not only to themselves, but to all humanity—which they are now enabled to spend in mastering every detail of their art. And those who would refuse a physician the thorough discipline, the abundant material for investigation and the practical knowledge insured by a state education are often the very ones who are most ready to punish him cruelly for any deficiencies in these directions.

The toil, the exposure, the thousand and one hardships that enter into the life of the professional man make the post he holds no sinecure. The medical man who faithfully discharges his solemn duties to the public repays with tenfold interest all that public can give him in the way of educational assistance. And if lifelong devotion to the cause of Science, if tender care of your sick ones and self-sacrifice, if need be, even unto death, can repay you—the friendly public and the Honorable Regents—for your financial and moral support—you, our Faculty, for your instruction so long gratuitously rendered, from what I know of the students of Medicine in the University of Nebraska, I am ready to pledge you ample recompense for your kindness.

To the disappointment of the entire University Ex-Gov. David Butler, who had promised a few reminiscences, failed to reach the city in time for the exercises. C. S. Chase, of Omaha, was called upon to take this place on the programme, his position as member of the first Board of Regents fitting him for the work admirably. Mr. Chase spoke rapidly and pleasantly in his own successful style. No report could be secured,

however, as THE HESPERIAN does not boast of a stenographer, and a long-hand version would not do the Colonel justice.

Professor Hitchcock, representing the first faculty, spoke very briefly, and said that it could hardly be considered complimentary to him that he was chosen to represent the first Faculty, as he was the only member of that body remaining, and there could be no one else chosen. He gave a history of the first faculty and the names of the professors composing it, and of their labors in arranging the courses of study.

Hon. W. H. Snell, a member of the first graduating class, was introduced by the Chancellor, and said that he constituted numerically one-half of that class. He helped organize the first literary society and was its first president and he was glad to know that the Palladian society still flourished. He helped to organize the HESPERIAN Association and was once editor in chief of the paper. Mr. Snell was followed by Prof. Geo. E. Howard, who represented the Alumni in the Faculty. We are able to present the paper in full:

The present anniversary is destined, I trust, to be marked in our calendar as a most important crisis. At this moment is practically completed a scheme for advanced study leading to a master's degree. We are about to pass from the condition of a college to that of a University. The programme which has been laid down by the Faculty is so broad and generous in spirit as to bring us into harmony with that lofty conception of University life which, from east to west, is gradually spreading its transforming influence throughout the land.

But, I would not exaggerate the significance of this epoch. On the one hand, it must be admitted, in simple justice to ourselves and our predecessors, that we have for some time been preparing for the new life; we have been getting into the current. Ever since the adoption of the elective system in 1881, we have all felt the presence of a new and potent force. We all know what new zest, what quickening vigor, what all-permeating vitality has transformed the character of departmental work since that, the first crisis in our history. On the other hand, let us not imagine that we have now realized the ideal of the University life. We have simply defined the tendency of our future efforts; put before ourselves for the first time squarely, as the expression of the scholastic body, the goal towards which we are to strive. The course will be long, the struggle fierce, before it is won.

Is it not, then, worth our while to ask ourselves this question to-day: What is the distinguishing characteristic of the ideal University life; and what the respective attitudes of students and faculty in that life?

Perhaps the most striking characteristic of the University is the emphasis of method as more essential than matter for the development of productive thought—power. Hence the recognition of the intrinsic equality of the various great branches of knowledge. The University does not discourage the exploration of any field of Nature's *universitas* in favor of another. Therefore numerous parallel courses of study, leading to equivalent degrees, are offered. Nay, there is a decided tendency in the case of the higher honors, to give the degree for equal work in all departments. Let us hope that the same principle will eventually be applied to the bachelor's degree.

The introduction of many parallel courses from the very beginning of so-called undergraduate work illustrates another striking feature of the university as distinguished from the college of the "ancient regime"—specialization begins with the Freshman year. The university comprehends both undergraduate study and graduate study. That is, it tends, by the introduction of right methods from the start, to abrogate this very distinction. During the first three or four years two elements are recognized. The first is the acquisition of knowl-