

face! Why is so much attention paid to the laboring man, and so little to the laboring woman? Why is it one-third less wages are paid for work if done by a woman? Flogging servant-girls and the pillory are barbarities of the past. Of course, we are not so cruel as our ancestors; but there are 1,000,000 women in this country who are little better than slaves. They say women cannot combine like men to get their rights. The more reason men should aid them to do so. Girls, the working-girls are not different from yourselves. They have the same souls, the same tastes and desires. But their labor wrecks the body and starves the soul. Our boasted civilization causes this condition. This age has another god before God—money. It is yet a heathen land. Money is the Medusa-head which turns men's hearts to stone. Cheap goods means starvation wages. There are dark corners in our civilization. One element is lacking—justice.

The oration was spoken to, not at, the audience. Miss Tower's appearance was very graceful. Some mannerisms were noticed, which, however, detracted little from the force of the delivery.

Music, in the shape of a soprano solo, "Bird of Love," by Miss Lillian Chamberlain, was next offered. A clear, flexible voice and unaffected manner made the selection most enjoyable. Unable to silence with a bow the universal applause, she reappeared and sung a ballad very sweetly.

G. O. Hearn then took up the affirmative of a debate on "Compulsory Public School Education." Education is now popular. It must be made universal. This is the work of compulsory education. Our present system is unsatisfactory. Farmers' and miners' children are put to work early. Poor children receive little education. In large cities thousands grow up in vice and crime with no education. Our criminal classes are recruited from these beggar children. In Germany compulsory education has diminished crime one-half and pauperism one-fourth. In New York and Massachusetts it is a success. It is argued that the state has no right to dictate in this matter. The state has a right to improve its own condition. Public schools are objected to because religion is not taught. Our constitution guarantees freedom of religion. Our schools are not against religion—they merely leave that for parents and ministers to teach.

Mr. Hearn spoke in a very low voice and indistinctly. He was forced to use his manuscript at times.

L. H. Stoughton was the speaker on the negative. Compulsory education is plausible on its face. But there are principles at stake. Infringement upon human rights is only justifiable when it is necessary to preserve the rights of others. Ignorance and crime are seen together, but the first is not necessarily the cause of the second. The criminal classes naturally neglect education. The most illiterate state in the Union has the least crime. The most highly educated district of France has the most criminals. Cultivation of the intellect only adds power to do harm. To prevent crime, train the emotions. Public schools can not do this. It is said universal education will make men more happy. Can the majority decide for the happiness of all? A certain amount of exercise is conducive to health. Dares the government to require men to spend an hour daily in a public gymnasium? How does compulsory education benefit children if they must remain in bad conditions?

Better that their intellects are not trained so that they may be more skillful criminals. Compulsory education prevents parents from giving such education as best fits the child. It prevents parents from keeping their children from contaminating influences. It ignores that noble sentiment—love of offspring. Let the advocates of this idea use their time to teach morality, and they will remedy the evils sooner.

Mr. Stoughton had a strong, well modulated voice, and was natural and forcible in delivery.

A piano duet by Miss Minnie D. Cochran and Miss Edith Doolittle was next given. It was beautiful both in itself and in execution. The ladies responded to a hearty encore.

H. C. Peterson was the next performer. He spoke of "The Army of the Potomac." This army was the embodiment of Northern sentiment. It is the noblest army of history, for it fought for an idea—the very life-principle of the nineteenth century; an idea against which a score of defeats availed nothing. It was a heterogeneous mass with one common sentiment. It was hurled against boasted Southern valor and the greatest military genius of his age. It possessed Northern persistence and endurance—the patriotism of Revolutionary heroes. But it was scoffed at by the Northern press and peace politicians; it was hampered by an un-military and dictatorial government. It was a victim to military inexperience. Its generals were changed before every battle, and the command forced upon unwilling and incapable men. It was forced into unplanned battles, against impossible odds. After the terrible defeats of Fredericksburg, Chancellorsville, and Gettysburg, it crossed the Rapidan under Gen. Grant. Foolhardy and conceited, he would listen to no advice. He recognized neither humanity nor expediency. Seventy thousand victims to the wilfulness of one man lie along the road from the Rapidan to Richmond. In grandeur and nobility they are unapproachable. Most famous armies have fought under the stimulus of victory. The Army of the Potomac fought *better* under the enervation of habitual defeat. It fought the fight of all ages—the fight of the down-trodden against the oppressor. When the war was over, this citizen-army peacefully separated to their homes. Monarchical Europe looked and wondered.

Mr. Peterson held the attention of his audience throughout, and at the close was very heartily applauded.

A soprano solo, "If Thou Didst Love Me," was very sweetly sung by Miss Chamberlain. In response to continued applause, she gave another pretty and amusing selection.

THE STUDIO RECEPTION.

On Monday afternoon the rooms of the Art Department were thrown open for the annual reception and exhibition. The department is cramped for room, but the various studies, sketches, and models were arranged to good advantage. Studies in still life and life studies by the pupils, together with the work of the perspective class and that of the preparatory class were the chief attractions. Much of the work was very commendable. Miss Moore has made the department very popular. She has taught an art history class throughout the entire year with great success. The preparatory year drawing class is a new departure which materially assists the scientific students in their laboratory work. With a little more money and room the department might be made a much more valuable adjunct to University work.