

last legislature. In order that we may clearly understand the relative representation, of the various professions, we will give the following schedule, showing the number of representatives from the various occupations.

HOUSE.

Farmers, 16; Lawyers, 7; Merchants, 3; Real Estate, 3; Gas Co. Supts., 2; Millers, 2; Carpenters, 2; Editors, 1; Ministers, 1; Bankers, 1; Watchmakers, 1. Total 39.

SENATE.

Lawyers, 6; Farmers, 3; Physicians, 1; Stock Growers, 1; Smelters, 1; ———, 1. Total 13.

It will be seen from the foregoing table, that but sixteen, out of the thirty-nine members of the House, are farmers, which could certainly have given them no majority in any direct issue, even if they had wished for it; while of the thirteen Senators six are lawyers and only three farmers. Thus of the whole number of representatives, fifty-two in all, nineteen are farmers and thirteen are lawyers. And farther, we are credibly informed that not more than seven, out of the fifty-two, are Grangers. While the farmers have the greatest number of representatives, yet we venture the assertion that farmers, as a class, have the least representation *per capita*.

Now, Mr. Editor, will you in the face of these facts call it "Granger Legislation?" You charge the Grangers with doing that which they were utterly unable to do. Are you not just a little inconsistent, in blaming them for subsidizing rail roads, when you must know with what hostility they have always opposed such subsidies. Neither is it probable that since they are aroused to their own interests, they are seeking to destroy their only hope of final success—the public school system.

On the contrary, the Grangers are availing themselves of every educational advantage within their reach, and at the same time they are striving to increase their facilities for practical education by all honorable means. The time has now come when the laboring classes will no longer submit, unheard, to the biased dictation of their more exalted(?) brethren.

It is in the Grange alone, that many of the inhabitants of the rural and sparsely populated districts of the West are brought together; it is here that they derive a mutual benefit from each other's experience; it is here that they discuss questions of economy and equity; and we may add that we believe it is here that farming will be made honorable and the most independent of all professions, in fact as well as in theory. "God speed the day."

But if, while bringing about this much needed reform, they should sometimes make mistakes, let us not censure too severely, but remember *errare humanum est*. And above all, let us not arraign them for an offense which they have never committed. Let us not denounce them as numskulls because they are unable to cope with veteran tricksters, in a polluted system of vicious politics, but give them time to improve by practice, and to profit by experience.

You have enumerated the shortcomings of the Legislature and have prognosticated the final result, and then you have pointed to the Grangers as the cause of all this: Why do you not point to the influential member, a lawyer by profession, who rose in his place and openly advocated the abolition of the "Whole free school system." H. H. W.

We little expected when we made the statement just quoted by our critic, that it would call forth so fierce a rejoinder, yet it was not made hastily, nor without a knowledge of all it implied. We have not space nor inclination to enter into an extended argument on the Grange question. A brief reason for "the hope within us" must suffice.

The Grangers heretofore have strenuously denied that they were in any sense a political organization. Ostensibly they, probably, were not. Politics may not have entered into the programme nor the discussions of their meetings; but in reality they have exerted a mighty influence over the politics of the West, and this influence, we are firmly convinced, has not been for the best welfare of the country at large. Whether, as a body, they intended to exert this influence or not makes not a particle of difference, the fact is the same. The Grangers, as our critic very emphatically observes, are the professed enemies of monopolies, especially railroad monopolies. Yet from the nature of their organization, they have opened a new and rich field to political tricksters and office seeking demagogues, in which, during the last two years, they have reaped a bountiful harvest, at the expense of their benefactors—the Grangers. This class of politicians, of which Nebraska has an ample supply, have taken up a new and significant battle cry—'ECONOMY, AND DOWN WITH MONOPOLIES!' while they have exchanged kid gloves and perfumery for the horny palm and hay-seed cosmetics.

The way they have attempted to crush monopolies is certainly unique, and not at all dismaying to railroad stock-holders—witness the regulation of rail-road tariff, by the Legislature of Illinois, for which piece of economy, the good farmers of Iowa and Nebraska have paid dearly.

Now, although we have carefully studied the statistics of our critic we are not at all persuaded that our statement, that the blunders and mis-directed economy of our past Legislature were, in a great measure, due to the influence of the Grange element in the State, was incorrect. On the contrary, his statement shows us plainly, that this element had a heavy balance of power in the Legislature. But we did not intend to assert that any measure was carried by Granger votes. We do not care to enquire whether a single member of the order occupied a seat in the last legislature. This is not the point at issue. But we do assert, without fear of contradiction, that it was the direct influence of this order which prompted the policy of many of the leading members of the Legislature. Why those fearful throes and spasms of economy, why those sighs and groans over imaginary corruption, on the part of men known to be corrupt, and eager to grasp the public treasure? Why did they curtail all appropriations for the support of our higher institutions of learning, and rob the children of the revenue for the support of common schools? It was done to establish a commendable reputation for virtue and economy in the eyes of the farmers.

Why did they not attack the railroad corporations? Because under the circumstances it would not have been to their advantage, either in a pecuniary or political point of view. Two great powers were to be propitiated—the Grangers and the railroads, the one representing votes, the other money. Capital must be

subverted at all hazards. The good people must be hoodwinked by wholesale economy somewhere else. The schools were attacked because, taking the income from the permanent fund, which cost the people nothing, to lighten direct taxation, looked like economy. But it was not economy. It was an outrageous injustice to the youth of the State, and in the end no diminution of the burden of taxation. The Grangers may have been innocent causes of all this. If they were, let them rectify it by their votes in future.

Our State is not the only one whose educational interests have suffered from the influence of the Grange element. The same element has materially damaged the educational system of Illinois, while the acts of her past legislature, the most corrupt in her history, are notoriously infamous. And the political influence of the Grange has been greater in Illinois than anywhere else.—[Ed.]

Universities.

The lament is often uttered over the American University that it is inferior to the English, or Continental system of Europe. Whenever the comparison is made between our Universities and those abroad, our work is disparaged and its real excellencies overlooked. The question is often raised, why can we not have a University organization like that of Germany, in which the greatest thoroughness and system in instruction are prescribed and enforced by the state. In this country everything is left to the caprice of each corporation, both as to the courses of study, and the extent to which they shall be pursued; and hence diplomas, and other evidences of scholarship have no fixed or standard value.

After all that has been said, I believe it will be found that our College system is better for Americans, than would be the German system, if it could be transplanted entire to our country. No doubt there are many excellencies belonging to the German system of Universities that might well be imitated in this country, but taken as a whole, as the outgrowth of their national life, and meeting their peculiar national wants, it would be a violent displacement to locate that system of education in our land.

There are a few considerations which go to show the impracticability, for the present at least, of realizing such a system in this country.

1. In the German system everything in the primary school and the secondary school leads up to the University by carefully graduated steps. In order to do this the State must have perfect control over the entire system of instruction. While this in theory is very attractive, and can be enforced where the spirit of absolutism partially prevails, in this country such a plan would of necessity be held within stringent limits. It is regarded by some able educators quite nonnational to compel the education of all in the primary school, and the more would this be resisted if enforcement should be required in the higher schools. We can do much to harmonize all grades of schools, to save waste of time and labor, but until the state asserts greater control than it now seems likely to do, we may not soon look for the introduction of the continental system of Europe into this country.

2. In the next place, the professions and the civil service of the German states can only be entered by such as have

passed their course of University training. That it may be seen how deeply this regulation strikes into national life, observe what would be the effect of laws like the following.

No teacher in any academy or grammar school shall be employed who has not passed through the full public school course and finished with the College and received a College degree. No one can be admitted to sit on the bench or practice at the bar or practice medicine or be employed in the public schools of the State unless he has received the degree of A. B. or B. S. from a State University. Nor shall any one be elected to any office of the state, or receive any appointment in the civil service of the country unless a graduate of a University recognized by the state. Now such are substantially the requirements of the German states in order to enter on any of the services in the professions or state employments.

Such a system would be impracticable in this country, for public sentiment has not yet recognized any special value in such training in order to fit men for public life. Indeed, I might go further and say that practice is held by the majority as of more value than theory, and hence large culture is believed by many to be an obstacle rather than an aid in the practical affairs of life. Hence also the complaint that American Colleges are requiring too much and especially that they do not teach enough of the technics of the various professions and arts. Until we have a different and better public sentiment it will be impossible to have the German System of Universities.

3. There is no University in America that aims to accomplish what the German Universities propose. Our Universities are collections of Colleges, each college having some special subject of culture, as Literature and Science, or Agriculture, Mechanics, Arts, Law, or Medicine. In Germany the University will admit only those to its classes who have already received the Bachelor's degree from some institution under state control. Within the last few years there have been vigorous attempts made to establish a national University which shall sustain the same relation to the various Colleges of this country as the Universities of Germany do to the gymnasia of that country. At present the undertaking does not promise great success. The jealousy of some of the older institutions of the country, and the distrust of efficient governmental control, for the moment seem to paralyze all effort in this behalf. For even this University, faintly modeled after the German system, we are compelled to wait.

While we cannot reproduce in this country this much praised System as a whole, still there are special features of excellence which we would do well to imitate, and which may be considered hereafter. A. R. B.

(For the Hesperian Student.)

Hope and Trust.

By A. A. C.

Whatever cares may thee assail,
Look for a bright tomorrow;
'Tis better far to live in hope,
Than spend thy days in sorrow.

The path of life is dark enough,
However you may view it;
It surely then were wiser far,
With brightest flowers to strew it.

What if the world should seem unkind,
And honor thee but slightly;
More costly is a virtuous mind,
Than gems that shine most brightly.

Then tread the path that Providence
Has placed before thy vision;
Accept its joys with gratitude,
Its sorrows with submission.