

history of the period through which the world is now passing.

To understand the relations of the chief powers of Europe and to interpret their complications, is of quite as much value as to be conversant with the structure of the Roman Republic.

We would not underrate the value of the latter accomplishment, but it sometimes occurs that persons are better informed in this particular than in cotemporary history. The facilities for the study of this branch seem to us inadequate. One may easily resort, it is true, to the information contained in newspaper items; but here a difficulty arises. The statements he thus finds are fragmentary and isolated, and often inaccurate and biased. An antecedent knowledge, moreover, is presupposed, and this is not always readily accessible.

A comprehensive view of the subject is requisite here no less than in the facts of ancient history. A student may begin the text-book study of Roman history with his mind so stored already by miscellaneous reading, with facts bearing on the subject, that but little new information will be gained. But his knowledge of the matter in hand will now be arranged in a systematic manner, and this is of great value.

The ordinary text-book does not meet the want we have mentioned. Either it does not reach far enough toward our own day, or it is too general in its details. A course of lectures, framed to supply this need, would be a most valuable addition to a course of study, even if it were to extend only through a single term.

COLLEGE SPIRIT.

The question as to "What shall we do with our girls?" has become exceedingly trite. So odious has it become that we understand a reward has been offered to "give it a rest." We propose to let it rest, although we can't spare its peculiar melody. We therefore use synonyms

and some other modifications and say "What shall we do with our students?" Like all great debaters we say it is a stupendous question, never heard it before, sure we are on the right side, etc.

But if we were to answer such a question, our way, we would say, let us arouse an enterprising spirit and set it to work at anything that comes along, investigation excepted, anything that would show that there still exists a little life in the students of the Nebraska University. We would not be misunderstood. We would not advocate the stealing of another canon for the Military Department, because, in the end, we would be compelled to pay a Drayman 25cts. to take it home. Nor would we advocate trying to drown out the well by pouring kerosene into it, nor is it right to steal preserves. Let our aspirations be higher. Let us dam Salt Creek and build a boat-house, and challenge the Oxford crew. Let us organize a rifle-club and challenge the world. Let us have a half dozen ball clubs (we mean *base ball* clubs.) Oh, Ye Fiends, that, from the mystic abodes of the Universe, soared around the Planets and the Stars bring back that string band to arouse us from our lethargy. We have fallen into a terrible state of inactivity. The only grand event of the year has been the loss of a Junior's front tooth, occasioned by a dead ball coming in too close proximity to his mouth.

Without an enterprising spirit we are as dull in the class room as on the Campus. Hard study we need not expect to accomplish without energy. So remember what we have said, let us arouse an enterprising spirit.

THE ALARMIST.

If there is any use of the stake and the fagot in these times, it is for the summary treatment of those pestiferous miscreants who, in the name of science, ever and anon prophesy some dread calamity. These predictions are circulated far and