

plan of Charter exercises which proved very fortunate and therefore it was repeated in its essential features, this year. Our University being at the head of the educational interests of the state, it was indeed very appropriate to give place in our exercises to the representatives of the common schools, high schools and sectarian colleges. By reason of limited space we can only give place in this, the students' paper, to the speeches of the representative students. The exercises were opened by an anthem rendered by the University choir, followed by an invocation by Rev. O. A. Williams. The Chancellor, after expressing the welcome of the University to the many friends present, announced the first speaker of the evening as a representative from the students,

PAUL F. CLARK.

At a time like this, it may seem out of place to talk of those things we have not, and need, rather than of those we have and enjoy—especially as it is generally supposed from today's action that the legislature will give us a new building at its present session. But you all know what we have, while you may not know that there is a need unfulfilled. But there is. One year ago tonight mention was made of the lack of a gymnasium, and we were given to understand that one would be furnished us. Such, however, has not been done. I blame no one, neither regents, faculty nor students. All has been done, perhaps, that could have been done. I know not but that every stone has been turned that might have been turned, but I do know that we have no such gymnasium. Let us for one moment consider what are our means of physical exercise, and see if they are in any way adequate to the demand. We have an athletic association, with no money, no place of meeting, and which is little more than a name. Since my connection with the University, I have helped organize four or five such associations and all have died from lack of money. Base ball it is true gives a little exercise to a limited number, for a short period of our collegiate year. But that is all. We have neither dumb bells, turning pole, Indian clubs nor boxing gloves. In short, we have nothing that belongs to that important factor, physical exercise.

A great deal of amusement is made of those eastern colleges in which athletics are said to take the place of Greek and mathematics; where faculty and students are said to care more for the boat race than for the class room, but our folly runs the other way. It may be that a great deal of time is wasted in many colleges, on the plea of exercise. But if we devoted more time to such things here, it would be far easier for us to stand the mental grind to which we are subjected.

If we had a field day and regularly organized associations for all kinds of out-door sport and exercises, we would be better able to wrestle with feudalism and higher mathematics. I know it is argued that these things can be, without an expensively equipped gymnasium. Of course they can be, but they will not be. It is of no use to tell boys what they ought to do unless you give them some incentive to do it. As long as you make it hard and uncomfortable work to take exercise, we will not do it. But as soon as you make it exciting and pleasant, giving us some incentive, we will soon develop into our proper physical manhood. How is it with the Y. M. C. A. gymnasium in the city? Young men who had never thought of taking any extra exercise are now daily practicing, and their health likewise improving. Why is it that we have so many sickly and stoop shouldered young men in our midst? It is because more than the requisite amount of time is spent poring over books, and exercise is not thought of. The military drill to a certain extent obviates that, and is thus one of the most important factors of our life here. But it

can only take the place of the gymnasium in part; and the other part is not taken.

I am as firm an advocate of exercise as any one can be; and I believe that an education which is gained at the expense of health has cost more than it is worth, and the recipient thereof has made a failure of his college life. Such things are too common here. I believe that more students leave school because they have not taken the proper amount of exercise than for all other reasons combined; and this is radically wrong. I do not say this to complain, but simply to urge it upon the state to give us a place properly equipped for such exercises, and we will in the future years send back to her, sons and daughters not only mentally, but physically developed.

It needed nothing more than the enthusiastic applause given after the expression of these sentiments to attest the fact that they were the sentiments of the entire student body. Co-education in Nebraska was the theme of the second student representative,

MISS LAURA M. ROBERTS.

The women of the present time have so much freedom and so many advantages that they are apt to forget their beginnings and take all such things as matters of course. Perhaps a glance at the regard in which our sisters of a few generations ago were held will make us the better appreciate our present status.

During the sixteenth century, when Françoise de Saintonges wished to establish a school for girls she was hooted at upon the streets, and her father called a conference of four men, learned in the law, to determine whether or not she was possessed of a devil, because she thought to educate women. In harmony with this are the maxims of some noted men. Lessing says: "The woman who thinks, is like the man who puts on rouge—ridiculous." And even the pious Fenelon taught that feminine delicacy was as incompatible with learning as with vice. Moliere believed that any female who had been so unfortunate as to have learned anything, should conceal it when possible.

The spirit which underlies these statements has not entirely disappeared. In a recent number of the Fortnightly Review an English lady, writing of the higher education of women, makes the well-worn assertion that a woman's brain is not of the kind to grapple with mathematics and the sciences; and that in view of the fact that a large percent were married soon after graduation, the money spent upon a college education was but a poor financial investment for the father, because he did not receive the same return as from that spent upon his sons.

In an address delivered at Mt. Holyoke Seminary in 1873 the speaker, in talking of co-education, said that either the young ladies would break down under the nervous strain and excitement attendant upon the struggle to keep up with masculine competitors, or else the grade of the school will be lowered. And again, that such a system of education would destroy the modesty and delicacy of the young women themselves.

Let us turn to our own school and our own time, and judge of the effects of co-education in Nebraska. The question you would first ask would be, How do the young women compare with the young men both in scholarship and in health? As mathematics is usually the branch which many consider too difficult for women, I have taken the trouble to examine the records of the Nebraska University on this point. The average of all the mathematics taken by the young men of the present Senior class is 82; of the young women 81, average of the young men of the present Junior class 85.6, of the young women 82.5. Surely these grades do not show any