

edge, facts and the apprehension of generalizations. The other is the investigation of truth, the discovery and formation of generalizations. The first process is largely deductive; for the apprehension of the broadest and deepest generalization of another is essentially a deductive process and requires comparatively little effort of the reason. Such are the teachings of all texts, and the didactic and dogmatic utterance of the professor.

But the other process—independent investigation—no matter how few the phenomena, the rocks, the flowers, the authors, or ideas compared, is largely inductive, and requires a much greater and more alert mental effort. Both processes are indispensable; but alone the first may never thoroughly arouse the faculties of the student. Hence the college graduate is too often entirely unfitted for mental self-help in the aggressive rough and tumble of real life. The other process can make a useful, productive thinker out of mediocrity.

In brief, the University sets up a laboratory in every lecture-room and allows it at each successive stage of the academic life to occupy a greater relative share of the time until finally in the later years it absorbs the whole.

All this liberalization is producing a beneficent moral effect on the attitude of the University teacher. He is ceasing to be a pedagogue and becomes an active force in the community. While he pursues knowledge for its own sake and is not dismayed by the flings of the time-server, he is nevertheless practical, and identifies himself with the needs, the sufferings, and the aspirations of his fellowmen. No subject is too ignoble for his attention, from the parasite which destroys the farmer's crop to the causes of world movements. To cite the dictum of the college professor has too often justly excited a sneer from the man of affairs. Shall it not be the mission of the University to lead the executors of thought, the intelligence which moves the world, to trust and reverence that intelligence by which thought is produced?

In his relation to the student the University professor is not so much teacher as he is leader in a common undertaking. He does not serve up, with observance of all proper dignity and etiquette, the good things which in like manner were once dealt out to him; he erects his laboratory in the learner's presence, reveals his own methods and requires the students' aid. He is sincere; does not profess infallibility; rejoices over the follower who anticipates him in a discovery; delights in the play of intellect, excited by his method, which may find a weak spot in his own armor. The pedagogue of the old regime prided himself on his infallibility. It was the fault of his method that he was sometimes forced to be uncandid. He had not always the moral courage to confess ignorance or error, and show the pupil how to remedy it. If brought to bay by some over inquisitive and obtrusive mind, he was tempted, if he could not find refuge in the wisdom of Solomon, to seek it in that of the Sphinx or of the oracle double-tongued.

The university professor is becoming in a peculiar way the student's friend. His method begets intimacy, renders companionship necessary. It is a striking truth, though it may seem paradoxical to some, the more concentration and the more specialization, the more companionship there is between the leader and his followers. Witness the *privatisime* or "most private" instruction of the German professor to the fortunate elect of his *seminar*.

In the new university life the moral character of the student is also being transformed. The exercise of the privilege of election is developing a sense of responsibility. The habit of independent investigation induces self-reliance, and also demonstrates that there is more joy mingled with the pain of crea-

tive thought, more excitement in the pursuit of a generalization than the most exquisite "college scrape" can produce. The relaxation of artificial restraints and penalties in class and out, has taught the student self-respect; has developed in him a sense of duty. In fact, a new academic philosophy is being established. The student prides himself on being a man or woman, and feels that a quasi-civil contract regulates his relations with the academic state. The university is one party, he the other. He is led by the same considerations to be an orderly, respected, and if possible an influential citizen of the academic community, that lead him to seek an honorable and influential place in the civil commonwealth.

In conclusion have we not, the citizens of this little republic of learning, special grounds for trust in future? Where is there a more fertile field of labor; where a more promising throng of youth—prepared from the cradle by the influence of the daring spirit of our western life for bold and aspiring thoughts—than our own state of Nebraska?

The principal orator of the evening was then announced, the

HON. ALLEN W. FIELD.

In educational matters our state has been highly favored. When the Federal government grasped the outstretched hands of the young Nebraska and crowned her with the prerogatives of state-hood, the wise men of the nation who were called upon to minister at her birth, took care to provide well for the future of their charge. The same act that enabled Nebraska to become a state, bequeathed to her over 46,000 acres of very rich domain for the use and support of a state university. The national generosity was not exhausted by this splendid gift, for it was soon followed by an additional bequest of 99,000 acres, making, at the minimum price for which these lands can be sold, an endowment of one million dollars. The State has carefully preserved and guarded this gift for the purposes for which it was granted. It has established and maintained this state university. From its own coffers with each necessary session of its legislature provision has been made for the support and growth of this institution; for an increase in the number of its teachers; improvements in its buildings; erection of new buildings; the purchase of new and expensive apparatus, books and appliances. The State has done all this not grudgingly but willingly. It has only been necessary to establish the needs, wants and requirements of this institution, to have the same supplied with a full and liberal hand.

Appropriations for capital extensions, for support of a fish commission, for the enlargement of a reform school, to establish a hospital for the insane or institution for the feeble minded may have sometimes required an extensive lobby and some log rolling. While all this may have been true, appropriations for the University have stood upon another footing. If the legislators could see that the school needed the aid asked for and that the same could be judiciously employed in its upbuilding the aid has never been withheld.

This is pre-eminently a state institution. It belongs to no city or section. It is the property and the pride of the whole great state of Nebraska.

It is dependent upon the State not simply because of the money it draws from the State treasury, but much more for the students who fill her halls, for that sentiment which prevails in every section within our State which would make and is making this institution the crowning feature of our great educational system. The most friendly relations should and happily do exist between this institution and the state government.