

## Patriotism and Love of Country

can scarcely be expected of children reared by homeless parents with no more serious thought than the present. "Just as the twig is bent, the tree's inclined," and as more recent writers have said, "The home is the backbone of our nation," it behooves all lovers of life, liberty and happiness, and particularly those directing the footsteps of the youth of our country to set a good example. To do this it is not necessary to build a palace and go into debt for life. Wood construction will just meet your requirements. With it you can plan a home of any size you may ultimately desire and then start with a few rooms and build on as your demands require. We have helped many people solve their building problems and would like to help you. Come in and let's talk it over.

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# WOODROW WILSON

The Story of His Life From the Cradle to the White House

By WILLIAM BAYARD HALE

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As one looks into those twelve years what chiefly impresses him in the man is the growth in vividness of his social sense, his love of humanity expressing itself most commonly in terms of patriotism. It is clear, too, that he is winning some wise insight into the mystery of the unfolding of the minds of young men, acquiring much skill in the craft of the teacher and reaching withal some conclusions respecting principles and methods of education. But, beyond and above all other convictions that ripened during these twelve years in the enlightening companionship of students in the joyful exercise before them of his gift of speech and in the lonely stillness of a heart that pondered the history of human institutions and the laws of progress, there grew up in Woodrow Wilson a fervent devotion to democracy.

Princeton, like other American colleges, had been going through a period



© by Edmonston.  
Mrs. Wilson at the Time of Her Marriage.

of change. The serious minded men of an earlier generation, intent on fitting themselves for a learned profession and therefore eager to study, had been swamped by an influx of fellows of a new sort—fellows who came to college to stay for a few jolly years on the way to business. They had no intention of doing more than the authorities required, and Princeton had fallen into the habit of requiring little either in the way of study or discipline. President Francis Landey Patton found the new tasks irksome and impossible and in June, 1902, resigned them. There seems to have been no discussion as to the successorship. It appears to have been the most natural thing in the world that it should fall to the Princeton man who had made a great name for himself in the world of books and of scholarship, who had been one of the most active members of the faculty and who, above all, by his oratorical powers could best represent the college in the great world. Wilson, therefore, was chosen, and the announcement was made on commencement day.

### CHAPTER VII.

#### Princeton's New President.

THE presidency of Princeton university is a position of dignity and consideration. The long line of men, reaching back 100 years, who had filled it were each in his time among the most distinguished divines and scholars of the land. By a sort of instinct or chance Princeton had gravitated toward the aristocratic. Lately the university had come to be known as "the most charming country club in America." Its retiring head had avowed it impossible that it should be other than a college for rich men's sons.

Whatever may have been expected of him, it was impossible for the new president, who, by the way, was the first layman to occupy the chair, to fall into the careful tradition of the office. It was impossible for him merely to institute a few necessary reforms and let things go on much as before. He had scarcely been inaugurated when everybody became aware that, for good or ill, the judgment day had dawned over the quiet campus and the hushed halls. There was to be no lack of initiative, no fearfulness and trembling before novel proposals, no shrinking of responsibility, no failure of nerve.

There was no undue precipitancy. President Wilson spent a year studying conditions—he already knew them well—from his new vantage

point. He did not, however, feel any necessity of awaiting the lapse of a year before undertaking to bring the scholarship and the discipline of the school up to what they already were on paper. Students who failed to pass their examinations were dropped, rich or poor, with or without social "pull." Work was absolutely demanded.

There was, of course, an immense sensation when the Princeton students found that from that day forth they must go to work. Work had not been a Princeton tradition. The reverberations of indignation rolled through the skies for several years until there came in a new body of students, prepared and willing to live up to the new standards.

During that first year also a committee on revision of the course of study was appointed to report the following year.

If Princeton was to be a place of work it was to be fruitful work, work worth doing, worth taking four years out of a young man's life to do. It was to be, above all, as President Wilson saw it and continually phrased it, work that would fit a young man to serve his country better.

He even went so far as to say that he wanted the university to make its graduates henceforth as unlike their fathers as possible—by which, of course, he meant that fathers, being settled in their opinions and in reverence for what is established, have a part to play different from that of sons, who particularly must sympathize with the recreative and reformative processes of life and society. That saying blanched the cheek of many an elderly Princetonian; it was spoken in an understanding of the necessity of opening college doors to the new facts which modern science has added to the store of human knowledge; spoken also in appreciation of the new social conscience that has been born in the world, though it is slow in coming to the birth in colleges.

If it had fallen to President Elliot of Harvard to proclaim the new age in which the old educational ideas had ceased to suffice, Princeton, under the presidency of Wilson, now took up the completing work of positively constructing a system which should contain the new ideas, the new subjects, and not only contain them, but organize them, co-ordinate them, put them into proper sequence and relation.

President Wilson's committee after months of labor, the freed and enthusiastic labor of eager men, promulgated a revised, or, rather, new, system of collegiate study. It was the first positive attempt made to bring the new college education into intelligent and systematic relationship as a body of discipline. All interested in education know of the revolution wrought by the "department system" that has ever since prevailed at Princeton. While it offered the widest scope for the "election" of studies, it practically assured that the studies "elected" should lead to one settled purpose—that is, it intelligently co-ordinated a student's work. It turned him out of college not with a smattering of a thousand subjects, but with a pretty thorough training in some one broad group of subjects.

President Wilson is entitled to the credit of presiding over this revision. It was a first evidence and result of that principle of Wilson's mind which demands co-ordination and right relationship, and it was the first step toward the transformation of Princeton into a university for the people.

President Wilson's next step was to commit Princeton to the revolution that has come about with the adoption of the preceptorial system. It was his idea that the university had grown too large longer to train its students merely through lectures and examinations. There was no provision for the students outside of the classrooms. What they did elsewhere, where they lived, what they talked about, with whom they associated, what books they read, what ideals of life were held up before them—with all these the university in the days before had had nothing to do. Fifteen hours a week in lecture rooms represented the only opportunity possessed by the faculty to "educate" the men. All this, said the president, must be changed. These young men must not be turned out into the street to go and come without direction, without proper companionship, without inspiration, during the other 150 hours of the week. His idea was to put the students more intimately into association with a body of young instructors who were to afford the undergrads friendly companionship and oversight. Formal recitations were largely abolished. Men studied subjects; they did not merely "take courses."

The cost of the preceptorial system was very great, approximately \$100,000 a year. It was determined to raise at least a part of this by subscriptions from the alumni. Possibly this determination was a practical error, for it gave the alumni an influence and voice in the management of the university; especially it gave them a degree of control over the teaching system which has not thus far been particularly happy in its results.

The preceptorial system was established and became a distinctive feature of Princeton life. In connection with the new curriculum it worked—call it a miracle and you use none too strong a word. It created a new Princeton. The minds of hundreds of students were emancipated and stimulated; the place pulsated with a new sort of spontaneity and zest.

Princeton university, which, when the last president resigned, was in such a case that, according to a trustee of the day, its career "threatened to end in its virtuous extinction" as an important educational influence in America, was attracting the surprised attention

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of the country. It had a constructive program. It had a leader and a harmonious faculty, and it had at least an acquiescent board of trustees.

Alas, that the further steps in that program, the further ends to which the leader's clear vision and firm purpose looked, meant—democracy. Alas, that the educational revolution could not have proceeded without laying its freer hand on what the spirit of old Princeton recognized as the sacred ark of social privilege. Alas, that it showed so much more concern for manhood than for—money.

(Continued next week)

## NEWSPAPERS BETTER THAN ARE PAMPHLETS

House Majority Defeats Bollen's Bill Regarding Amendment Ads

Lincoln, Neb.—After every proper parliamentary method of resuscitating dead bills had been called into use, together with some motions whose propriety was challenged, the house finally defeated Bollen's for the publication of constitutional amendments by pamphlets instead of newspapers.

The bill was itself a constitutional amendment and required sixty votes to pass. The best Bollen could do on a call of the house was 52 for 38 against.

Just before the vote was taken on third reading, Bollen arose to a question of privilege and declared the presence of undesirable influences against his bill. He read a telegram received, he said, by a dozen representatives, asking them to oppose the measure. It was signed by the Western Nebraska Editorial Association, representing a number of weekly papers.

Bollen charged that the opposition originated almost entirely with the newspapers which now receive a fat fee for publishing the amendments. It was seen that the needed sixty votes were not on record, and Norton moved to suspend the rules and recommit the bill to the committee of the whole for amendment. The motion was lost. Richardson moved to reconsider the vote, but the speaker declared the request out of order. He appealed from the chair's decision and the house upheld the chair.

The adverse vote was not entirely made up of members who favor the present rule for three months' advertising of amendments. Some favored the pending senate bill above that of Bollen.

In committee of the whole the Bollen bill met with no opposition, Bollen's speech being the only one made.—World-Herald.

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### LEGAL NOTICE

Serial No. 04012.  
Notice for Publication  
Department of the Interior, U. S. Land Office at Alliance, Nebraska, Feb. 19, 1913.

NOTICE is hereby given that THOMAS B. SHREWSBURY, of Ellsworth, Nebraska, who, on March 19, 1909, made Homestead Entry, Serial No. 04012, for E½ SE¼ SW¼, Sec. 8, SW¼ SW¼, Sec. 9, N½ NE¼ of Sec. 17, Township 24 N., Range 43 W. of 6th Principal Meridian, has filed notice of intention to make Final Three Year Proof, to establish claim to the land above described, before Register and Receiver, U. S. Land Office, at Alliance, Nebraska, on the twenty-first day of June, 1913.

Claimant names as witnesses: William R. Christie, Herman Dohler, Ike M. Shriner, Virgil E. Willis, all of Ellsworth, Nebraska.  
W. W. WOOD, Register.

Serial No. 09895.  
Notice for Publication  
Department of the Interior, U. S. Land Office at Alliance, Nebraska, Feb. 20, 1913.

NOTICE is hereby given that CHARLES M. CAREY, of Lakeside, Nebraska, who, on September 28, 1909, made Homestead entry, Serial No. 09895, for S½ NE¼ NW¼, Sec. 5, E½ NE¼, Sec. 6, T. 23, N., R. 43 W., S½ SE¼ of Section 21, S½ NW¼ of Section 22, Township 24 N., Range 43 W. of 5th Principal Meridian, has filed notice of intention to make Final Three-Year proof, to establish claim to the land above described, before Register and Receiver, U. S. Land Office, at Alliance, Nebraska, on the twenty-seventh day of June, 1913.

Claimant names as witnesses: R. A. Cook, of Lakeside, Nebraska; A. W. Tyler, of Lakeside, Nebraska; Frank DeFrance, of Ellsworth, Nebraska; Ora E. Black, of Ellsworth, Nebraska.  
W. W. WOOD, Register.

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