

The Nebraska Independent.

LANCASTER COUNTY EDITION.

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NO. 19.

Village News

BETHANY.

The Philomathean literary society gave a splendid opening program of the year on last Tuesday evening, which was well attended.

R. A. Miles of Beatrice, Kas., bought the home residence of O. A. Redbeck last week. He expects to move here the first of November.

Mr. John Austin and family of Lincoln, Ind., are making their parents and friends a two week visit.

The students' reception was held at the home of R. F. Austin on last Thursday evening. A large number were present and all enjoyed a pleasant evening. The lawn was beautifully lighted with Japanese lanterns.

Instead of the regular Methodist literary program on last Friday evening there was a temperance lecture given by W. A. Haeberler of Lincoln.

Miss Letta Miller is home with a cold and is suffering from a headache. She is staying in a private hospital.

Miss Evelyn Hanna is expected to be growing some better.

Edwin Standley is a small boy trying to be tall by walking on his hands and feet.

E. H. Evans has purchased a new house.

E. E. Kopper, the coal dealer, is getting in his supply of coal for the winter.

Mr. and Mrs. O. A. Redbeck attended services at the East Lincoln Christian church last Sunday morning. Rev. Hilton preached a most practical sermon on the progress of Christ.

J. Z. Breese is improving slowly.

AGNEW.

C. H. Franke is making and selling some corn hoppers to Lincoln. They may be in getting in an upland turkey pasture field which has had several hundred head of cattle feeding on it all summer. Who can beat it?

W. L. Sackett, road overseer, is working on the farmers' overtime on the roads. He is a good deal better if he is a Mr. Sackett. He may see the error of his ways yet before election and vote for the right man.

Mr. Sackett has finished sowing his corn.

Mr. Sackett's corn is in the hands of the farmer. Tom Worrall's big corn has business at Valparaiso.

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THE STATE UNIVERSITY

Under the Fusion Management It Takes a New Start—Number of Students Increased—Its Standing Raised

Fearful warnings, continued from month to month, were given by the State Journal and many other reputable papers in Nebraska of the awful consequences that would result should the fusion forces succeed in electing a majority of the board of regents of the state university. It is useless to reprint those awful prophecies, they are well known to all the citizens of the state. The people notwithstanding those warnings, did elect a fusion majority on the board and the result has been that the university has taken a bound forward in every department. The number of students has increased, new buildings have been added and there is a vim and vigor and enthusiasm around the university never before equalled. What may be expected of it in the future can be gained from the inaugural address by Chancellor Andrews, who was selected to preside over it by the fusion board of regents.

In his inaugural address delivered in the Lincoln auditorium on Saturday morning, September 22, Dr. Elisha Benjamin Andrews said:

Mr. President, Regents of the University, Faculty, Students and Friends, Ladies and Gentlemen: In common with all the newcomers present, whether instructors or pupils, I think those of you who have been here before for the welcome you extend to us who now appear for the first time. Already domiciled among you, we shall soon be naturalized in the community and have our vote. May the year now opening be richer than any preceding one in all the university's history. It can be, it should be, I know you all join me in saying, it shall be.

To be permitted to address you today affords me rare pleasure. For years I have cherished an ambition to become a member of this university, and long before I had any expectation of membership in this university. What seemed to me a peculiar solidarity of character in the people of the commonwealth powerfully attracted me. If the proverbial enchantment of distance possibly helped originate this liking, the liking was confirmed by all that I have seen during the weeks since I set foot upon Nebraska soil as a resident.

When the foreman of an educational establishment like this begins his work people more or less naturally expect from him some sort of a pronouncement touching the policy which he would like the institution to pursue. It is impossible for me to anticipate any such policy in detail. If I had a new university policy bristling with particulars I should not wish to set it forth publicly, for the reason that, provided it contained novel matter enough to be worth announcing, the publication of it would be thought to threaten a sudden break in university growth and the worst radical changes I should wish to introduce them gradually, producing an evolution, not a revolution. But I say frankly that I harbor no plan for any changes in the university save those involved in its natural, rapid and healthy growth. Some things which I think the university ought to hope and strive for will emerge as we proceed, but I have no detailed program. I think so generally well of what others have planned here for me that I am quite content to let it be, deeming myself happy if I can only add more of the same kind.

If any word escaping me in this address seems like criticism on things that are or have been done, or if any of my predecessors or colleagues I beg to assure you beforehand that it is not so intended. I am impressed by the honorable and useful history of the university, the very high rank it has won among institutions of its class, the sanity of its organization and the careful methods in which it has been administered. The builders have built well. I feel a profound sense of indebtedness toward all my predecessors in the chancellorship, including my esteemed colleague who sat in the chair last year, for the wisdom and the usefulness with which they have wrought. So far as I can discover, nothing has been overlooked, nothing has been mismanaged. It would have been impossible for the business of the office to be turned over to a successor in more perfect order than when I took it up.

It is fitting on an occasion like this to review the present condition of university life in the United States in the light of current criticisms thereon. Such criticisms, you know, are frequent and various. Many "boozing" men are abroad, whom not a few people believe to hail from the university. The infidel, the "rake," the "duke," the shabby athlete, the spectacled pedant, the pale rector, and many more, are supposed to frequent the university walk and pretty accurately to represent university life. Very sober men and women are of the opinion that we pay too little attention to the moral and the esthetic side of students' development and too much to the physical side, and that in dealing with the student life in the United States in the light of current criticisms thereon, we are guilty of grave faults of aim and method, training our pupils to pedantry, mental pride, mental dependence and a number of other faults.

No doubt those critics greatly exaggerate the evils which they allege, and so far as such evils exist, many will misrepresent them; yet it would be rank wisdom for the friends of university education to ignore those strictures. Probably each of them is more or less deserved by all universities and deserved without much abatement by ours. It will be seen that part of the information lodged against us relates to the sphere of general university influences, declaring things done that

ought not to be done and things left undone that ought to be done, said decisions being connected in a rather delicate way if at all, with actual classroom work; and another part of it to alleged malfeasances in or concerning the university's teaching office. Let us consider first the statements affecting our general walk and conversation.

Regarding the charge that American university life is weak in influences of the moral order, the case is far from being so bad as it is often represented. Irreligion in institutions of learning is rarer than formerly, and is decreasing rather than increasing. It is certainly less prevalent in university circles than in other large aggregations of youth, and not more prevalent in state universities than in denominational colleges. To read the religious statistics of this university for last year you would think we were the collegium de propaganda fide for the entire western hemisphere. Explain it how you will, the fact is that the religious element in a community is the part which furnishes most of the university and college students. The social side of happy change in the spirit of science and in the spirit of religion, the schism between those two vital interests at universities as in the general world of thought is less and less angry as the years pass, science growing devout and religion comprehensive and sweet.

What has been said in regard to religion is nearly as true of morality. It is not admitted that forms of immorality flourish in certain universities. This is due, however, not to any cause intrinsically connected with university life, but to dangerous influence of our time in society at large. The vast fortunes possessed by many families foster aristocratic feeling and other vicious sentiments. When scores of such families enter the university they not only bring with them whatever vices they may already have, but often use the freedom of their new life to nurse those vices into greater vigor. But such manifestations of evil are local. With all due allowance for them where they exist, it will still have to be admitted that the main tendency at work in the university domain may be for morality.

A well known fact shows this. Very few college graduates permanently go wrong. Find a graduate of an American university anywhere and you are nearly sure to find a pillar of society, a man or a woman who is upright, trustworthy, public-spirited, philanthropic, a good example for youth to follow. This fact is explained in part by the large proportion of the most successful characters among the young people who enter upon advanced study, but the generalization could not be so sweeping as it is did not university influences themselves reinforce morality rather than break it down. Were universities hot-beds of vice, as they are sometimes represented, did they in their graduates, however exemplary on entering, would not turn out so well as they actually do in their mature years.

After all, while a youth in a representative American university is subject to no moral strain which he would likely escape elsewhere and is likely to be by his university experience morally strengthened in many vital points, it cannot be denied that some of our educational institutions, some short of utilizing fully the advantages which they naturally possess for the creation of noble character in their students. Considering the plastic age during which they have young people in charge, the much which they achieve for them morally is far less than they might have done, and intensely expressed by the head of one university, that we are not responsible for the moral welfare of our pupils, our work for them being purely intellectual. This university president may have had main reference to graduate students engaged in technical and professional study. Even so, I think him wrong. With undergraduates, at any rate, we fall in duty unless to the utmost of our power we aid them to form right and strong characters. The public expects this service of us and has a right to expect it. How quickly and fatally our patronage would fall off should we renounce this part of our duty, nothing is more certain than that we should be ruined. I do not underestimate the efforts they are making here, but I feel that they ought to accomplish a great deal more.

The university must be as free from narrowness and partisanship in its moral attitude as in its present position of scientific truth. No one wishes it turned into a Sunday school or into a Salvation army corps. But there are certain moral resources not objectionable to any, on which universities might draw far more copiously than most have yet drawn.

Instruction in ethics could be made more inspiring, practical and concrete. Professors could be created for giving instruction, of course in a purely scientific and non-sectarian way, in Old and New Testament literature—that series of ancient tracts damaged with moral life far beyond most else which men have written.

It has often reflected, moreover, on the visible moral lessons latent in many present courses of university instruction and waiting only to be colored and made patent. I wish that every student were obliged to pass an examination on the chapter entitled "Habit" in William James' Psychology. Political economy likewise has many deep moral lessons, particularly on the subject of temperance. The science abuts upon ethics at various points. The question whether an operation is economically productive or the reverse often turns wholly on the answer you give the other question, whether or not the operation conduces to man's moral well-being. Certain physiological facts and certain deductions

from vital statistics speak eloquently for morality in weighty personal and social particulars. Every now and then occur within the university or near enough to arrest the attention of all students events furnishing impressive texts for momentous lessons in conduct. Such occasions should be utilized, it seems to me, by earnest words from the university rostrum.

Let each member of the teaching force interest himself personally in the pupils whom he instructs, knows and encourage them to resort to him for advice in affairs of conduct. When they come, as most of them will, do not fear to counsel them in detail about right living, sound habits and solid character—those conditions on which so infinitely more depends than on mere scholarship.

If I dwell on this subject it is because of its general, not because of its local importance. Far from regarding the means of moral grace unusually necessary here, I consider them much less needed here than at most universities. The earnest character of its staff draws me to this university as hardly any other consideration could. Our students have throughout the country a high reputation for their zeal and sincerity in pursuit of university aims. Whereas in the more "effete" parts of our land, if I may so speak, many pupils in institutions of this grade have to be coaxed and urged to do their duty, the students of the university of Nebraska are it possible all too serious in their determination to profit by their residence here. They use the university for genuinely intellectual and moral aims, not for any of those more or less reprehensible side purposes which so attract young people to college in some localities. All have heard of "salt water colleges" and "fresh water colleges." Unfortunately there are also "cologne water colleges," which many patronize; institutions of learning where devotion to mental growth has far less to do with giving tone to student life than sociality, even conventional sociality and conventional sociality of the benefactor. The social side of life is certainly important, and I should be the last to disparage the proper furtherance of it; still a university career ought not to be primarily dedicated to social development however good, but to interests which are directly mental or moral, or both.

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Premium No. 20

For a club of three campaign subscriptions at 15 cents each we send as a premium a genuine photograph button, elegantly finished and durably mounted of the size shown in the cut above. It is the best quality of button that can be obtained—the kind that



are retailed everywhere at 25 cents each. If you want one invite your neighbor to subscribe. We can furnish them with pictures of Mr. Bryan alone or with both Bryan and Stevenson as shown in the cut. Why not help to increase the circulation of The Independent? There is no more effective campaign work that you can do.

Lancaster county people can nowhere get so much return for the money as in The Independent with the Lancaster County Supplement. From now until November 10 for 15 cents.

down, recovery proving impossible. I have known many cases of early death on the part of Titans who came to college from rural homes. Strong, they fancied that they must continue so. Sad illusion; they had been accustomed to taxing exertion and the sudden and total remission of this proved fatal.

Regular drill in the gymnasium is of course to be highly prized. All students should utilize the gymnasium long enough to be taught where they are weak and to obtain the idea of system in schooling the body. But outdoor exercises should always be included in as often as possible for the benefit of fresh air and partly to secure the invaluable zest of play. To perfect this zest of play a certain number of match games, duly regulated, are not only admissible, but desirable. I therefore approve under reasonable regulations all the usual forms of college sport—track athletics, tennis, basketball, basket ball, football and rowing—though rowing is not especially commended, partly because few can engage in it and partly because it is not a safe sport for matches.

At the risk of being thought queer, I am going to commend, particularly to such as do not play ball or tennis, certain outdoor exercises which per se are not very popular, but which can be made exceedingly useful. It is not golf or cycling that I have in mind. Both these I dare say are praiseworthy, but each requires an outfit of some cost, and also, most seem to think, its own uniform. The exercises which I should like to "boom" are slow running, walking, especially after meals, and bicycling, not from mere exercise, and the accurate throwing, either of balls or of pebbles. I wish these exercises might become fashionable like golf. They call for no outfit, no special uniform, no elegantly graded and kept grounds, and they are suitable for well people of either sex, whether older or younger.

Another objection to bicycling is that it is not so healthy as the accurate throwing, either of balls or of pebbles. I wish these exercises might become fashionable like golf. They call for no outfit, no special uniform, no elegantly graded and kept grounds, and they are suitable for well people of either sex, whether older or younger.

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forth here. Even the most arbitrary governments have sought to guard it in their schools. The argument has been ably gone over point by point hundreds of times. But there are two remarks which I beg to emphasize.

One is that the entire community needs to have university teaching unbiased and cannot but suffer from a gag policy. When shall we learn what all history so clearly teaches, that the real foe of progress is never the innovator—the man wishing to force into belief and practice his mistaken idea. The quick, the hard-brained, gab-gifted fellow has little power. Like the wind, he bloweth where he listeth; ye hear the sound thereof, but cannot tell his point of departure or where he will bring up. Why should such a man be tormented before his time? The real foe of progress is the well-meaning, stolid, insightless, leaden-minded conservative, who deems each new idea a crime—the creature against whom Shakespeare warns us in the passage:

"What custom wills, in all things should be done,"

The dust of antique time would lie unwept

And mountainous error be too highly heaped

For truth to o'erpeer."

The professor's privilege of declaring in a proper manner what he believes to be the teachings of science—this personal prerogative is therefore not the main thing. The regret, the towering consideration is the public welfare. The world cannot afford that any truth or any representation which an intelligent and honest teacher believes to be the truth should be forcibly kept under cover. Part of what professors teach may be false of course. All the more let it be heard that it may be refuted and we know its untruth. If the teaching is the truth, all agree that it ought to be published, though the whole world at first deride the prophet who lifts his voice to proclaim it. The more any theory snubs our present conceptions the more ought we to wish it opened to the world and put to proof.

My other remark is that state universities are more than any other bound to stand for academic liberty against whatever influences threaten to lessen this. Says Henry C. Adams in his recent work on the "Functions and Revenues of Government":

"It is essential for the modern state to support public instruction, because there is no other way to guard against the fading of its ideals through the rise of an aristocracy of learning. It is natural that institutions that look to the wealthy for further endowments should be influenced in their administration by the interests of the wealthy class; and it requires no great insight to perceive that the final result of exclusive reliance upon private benefactions for any phase or grade of education will be that the instruction provided will not only reflect the interests of a class, but will be confined to a distinct relative to state which aims to perpetuate democracy cannot decline to make ample provision at public expense for all phases and forms of education. In no other way can a system of public instruction, which is by far the most potent agency in shaping civilization, be brought to the support of democracy."

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