

was more or less posing, has become almost a rule of life and conduct.

Gone to Extreme

On the other hand, some university men have gone to the other extreme. They have tried to storn the respect of the public by the blowing of the ram's horn. They have filled the columns of the press with news stories of the things done by the wonderful president, or professor with his super-students. A tendency to magnify every petty discovery into something of fundamental importance has developed. Men that represent this type have departed so far from the cold, gray monastic atmosphere that their conduct suggests that they have become filled with the spirit of that great American institution, the circus and menagerie, with its glaring lights, its spikers, its performers, and its freaks. This is the other extreme. The universities must, in the words of Bryce, "Serve the public, but never cater to the public." They must be in full sympathy with every worthy movement and constantly remember that their mission is to serve and that the public should be fully and fairly informed of this service. Somewhere between the heights of the monastery and the low valley where the circus tents are pitched lies the table land of the university campus. Even here I would not be narrow minded, but haste to state that I mildly approve of a few monkeys in its parks and a few gargoyles on its stately halls.

The Daily Nebraskan

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Referring again to the words of Bryce before passing on to the next topic, I take this opportunity of saying that in our university those lines of work of a naturally popular character, such as agriculture, extension, conservation, the geological and other surveys, have most laudably maintained, in spite of some temptation, the spirit of Bryce's ideal.

A Proof of Strength

Nothing gives to a family, state or nation greater respect than solidarity of feeling, unity of action, and oneness of purpose. The weakness of republics is the perpetual jangle of voices and the opportunity they afford for agitators, fanatics and chronic disturbers. When republics become strong and their internal interests become solidified and crystallized, public opinion frowns into silence the antics of unworthy agitation. I do not mean to say that agitation is not necessary to correct abuse and educate the public. Without legitimate agitation, little progress would be made in the world. But when the desire to agitate becomes superior to the purpose to accomplish some great object, as frequently happens, it is disastrous in almost every respect and has no place in an educational system.

As a method of obtaining results, public agitation is less crude than riots and wars. Nevertheless, as compared with a calm and academic appeal to reason, it is intensely crude and primitive. Let me illustrate what I mean. The chemist Liebig, eminent discoverer as he was, in trying to promote or defend his chemical conceptions, used in scientific circles the methods of the partisan press, almost those of the demagogue in the street. Bunsen, on the other hand, equally great, quietly published his results and never replied to those who attacked him. When asked to defend his position, he used to say, "Die Leute werden finden wer Recht hat." Great as both men were, the record of history is that Bunsen more nearly represented the general, permanent, academic ideal toward which the world is coming.

Harmony and Loyalty

Akin to harmony is loyalty. Loyalty is not emphasized in the state universities as it is in private foundations, because we can live without it and the

private foundations cannot. Nevertheless, the presence or the absence of loyalty on the part of alumni, faculty and students can to a very large extent make or unmake the respect that the institution will hold in the public mind. The temptation on the part of officials and faculty to be disloyal comes from many sources, such as jealousy of others, the feeling that one's talents and attainments are not duly appreciated, and sometimes the affliction of a hypercritical, pessimistic attitude that is to some extent the bane of the academic world. The disloyalty on the part of the students comes from inexperience with the affairs of the world, the absence of any adequate basis for making relative values. It comes further from the iconoclastic temper which frequently pervades the mind of youth; from a desire to throw on to others responsibility that comes from one's own omissions or commissions; and perhaps most of all, lack of appreciation that a little "knocking" is harmful. Let me give an illustration. I recall an instance of a parent who complained bitterly of the university on account of the expenses to his son, particularly in the matter of textbooks. A little investigation on my part showed that the son's expense account to his father was not itemized, and that the bulk of it was going not for books, but for gasoline. This may seem trivial, but nothing that a student may say concerning the institution or his treatment here is entirely lost in its influence upon the state.

Nothing perhaps contributes more to respect than patient industry. The dominant position of Germany in central Europe has been won through the industrious character of the German peoples. The competent, patient toiler in the field, in the factory, in the study, in the library, and in the laboratory, have combined in a very marked degree to produce the strength of the Empire. Inspiration comes only once in a while. Industry can be cultivated from day to day, and inspiration is most likely to come to those who are industrious. There have been thinkers whose brilliant thoughts came to them in their idle moments. More frequently, however, the best conceptions came when one was slowly and patiently ascertaining facts that

might in themselves seem relatively trivial. Occasionally the genius of the class has been lowest in scholarship, but on the average those who have made a success in after life are those who have shown a willingness to use their minds constantly and intelligently along the line of their regular work during their college course. The person who is successful in his university work has about ninety-five chances out of one hundred in being successful in life, while the person who is unsuccessful in his university career has about five chances in one hundred of being equally successful.

Basis of Respect

The basis of respect, of course, shifts a little from generation to generation. There may have been a time when a considerable portion of the thinking public had a sort of awe akin to respect for the pale, emaciated student with a hectic flush on his cheeks. This ideal, if it ever existed, has long passed away, and this is true not only in America, where college athletics reign supreme, but even in Europe, with its somewhat sounder educational ideals. During my studies in Heidelberg one of the most successful students that I knew weighed 190 pounds and was as expert in the Turnverein as in his studies. Vigor in scholarship and a wholesome view of life are dependent upon sound physical makeup. There can be no alliance between mental activity and bad vital organs. With health, too, should be happiness supported, like health, by moderation and well regulated habits. But students should make the happiness that springs from physical well-being a by-product, and not the main purpose of their university work. In all their activities they should remember that moderation is still as important as when Marcus Aurelius made it the keynote of his philosophy. The ardent pursuit of happiness, especially material pleasures, as has been observed by every thinker and philosopher from the earliest dawn of thought, too often defeats its own ends.

Finally, a few institutions have lost the respect of at least a portion of the public because they have failed to carry out the ideals of the founders. Thus, a certain eastern college, founded to train young men for the Chris-

tian ministry, is regarded as in the process of transforming itself into a cultured club for the sons of rich alumni. Colleges founded to train men in agriculture and mechanic arts have spent at times the major portion of their efforts along other lines. We in Nebraska are fortunate that the university was founded by broad-minded men who recognized that in a university all worthy phases of higher education should find a place. We are not obliged to stand on a narrow platform. We can carry out the ideas of the founders in maintaining a broad institution. It falls to us to train along with farmers, engineers, and business men, intellectual leaders in

many other lines, to produce men expert in the learned professions, to be hospitable to new forms of learning, and we have the privilege of extending our sphere of activity in accordance with the demands and tendencies of the times as far as our resources will permit. If, then, we continue to serve the people of the state in accordance with the broad policy outlined by the founders and at the same time do our best to foster both within and without the walls of the institution the development of the best type of American citizenship, we shall continue to have not only the respect of the world, but the love and gratitude of our own people.

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