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STUDENTS OUT FOR A TIME

University Students Hang Spain in Effigy to the Flag Staff

HAVE A BIG PARADE AT NIGHT

They Resent the Evening Call's Accusation That They Hanged McKinley in Effigy—Anti-Spanish Demonstration

Yesterday was a day of excitement in the University. It developed from a few students gathering on the campus at noon into a howling mob which paraded the streets in the evening.

The first visible signs of the excitement that was to be, were discovered by the janitor in the basement shortly before noon. The germ of the whole affair was contained in two gunny sacks. The janitor however did not realize their significance and took no action in the matter. During the noon hour these two gunny sacks, together with their contents, developed a remarkable affinity for one another and in the hands of unknown students they quickly materialized into a good looking dummy or effigy. It was secretly carried into the tower of the main building and the first that outsiders knew of the affair was when what seemed to be a man was dangling from the flagstaff with a rope around his neck. Beneath the figure was placed a large sign which read, "Down With Spain."

Meanwhile the affair was arousing a great deal of interest and excitement as the man on the flagstaff could be seen all over the city. He flapped his legs in the wind in a most despondent sort of way and looked absolutely dejected. Whether it was intended to represent Sagasta, Weyler or Blanco could not be determined by the features of the effigy.

About one o'clock Kring came along. He saw the effigy and his duty at about the same time and consequently he went up and hauled the dummy down.

Then nothing would satisfy the students but that they must have that dummy to play with. They thought it would make a nice bonfire but the University authorities thought different. The students made a rush for the fourth floor but both doors were securely locked. After a time, the janitor who was on guard, thoughtlessly stepped into the chapel gallery for a moment. Instantly the students saw their opportunity. They closed the door on the janitor and held it shut while calling to their confederates to hurry up the work with the screw driver which was rapidly extracting the screws from the hinges of the door. The janitor, however, succeeded in climbing over the gallery and sliding down one of the posts to the first floor where he made his escape and the little game above was frustrated.

Not, however, until a small opening about six inches square, was made. A small youth more venturesome than the rest was able to wriggle through this hole. His idea was to throw the dummy through one of the windows to the students below. Two of the janitors, suspecting something of the sort, decided to make a trip through the attic. Here they found the intrepid student who informed them that he was "just lookin' around." He was arrested with due pomp and ceremony and taken to the treasurer's office. In order to lend greater eclat to the occasion and make it seem more like the real thing, Sheriff Trompen with his deputy also marched into the office to take a squint at the desperado student who was found guilty of being found in the attic. After a few words of good advice, however, the student was released.

This quieted any outward signs for a time but in the evening an immense crowd assembled, drawn together largely by an article which appeared in the Evening Call which stated that the students had hung McKinley in effigy. The students in very emphatic terms denounced the article as false. Suddenly the effigy which had hung from the flagstaff, appeared among the crowd in some mysterious manner.

Carrying this which was supposed

to represent the editor of the Call, the students started down town. They had a very euphonious yell which was more appropriate than poetic or polite. The substance of it was that Spain and the Call were consigned to the lower regions and McKinley was cheered.

After they were tired of marching around town, they went back to the campus, and after pouring kerosine over the effigy, it was hung up on a wire and a bonfire built under it. After it was consumed they marched again to the Call office where Editor Austin endeavored to address them and make the matter right but his voice was drowned in hisses and cat-calls.

INDOOR PENTATHLON.

The indoor pentathlon held last Saturday evening in the gymnasium was a marked success. Two University records were broken, both feats calling forth rounds of applause.

On account of the number of the contestants three events were in progress at the same time—the pole vault, running high jump and putting the shot. In the pole vault Benedict and Waterman showed up strongly, both making clean vaults. At 8 feet 7 inches Waterman stopped, but Benedict kept on until he reached 10 feet. According to the method of scoring, this won Benedict 100 points and called forth a hearty applause. In the shot put, Jewett broke all previous University records, putting the shot 39 feet 6 inches. Benedict and La Salle tied for second place, each making 36 feet. Jewett's greatest score was in this event, gaining for him 87 points.

La Salle's strong point came out in the running high jump. He cleared the bar at 5 feet 4 inches, scoring 89½ points. Benedict came second and Jewett third.

The running hop, step and jump had to be hurried somewhat on account of the lateness of the hour, but, nevertheless, good jumps were made. Benedict led with 37½ feet, scoring 72 points. Waterman and La Salle followed in the order named.

The last event was the potato race. This was amusing in many ways, and Waterman's mode of running was distinctively unique. Benedict won, depositing his last potato in one minute 43 seconds. La Salle won second place and Waterman third.

The score in detail was as follows: Shot put: Benedict, 36 feet; Jewett 39 feet, ½ inch; La Salle, 36 feet; James, 31 feet, 10 inches; Waterman, 34 feet, ¼ inch; L. S. Ryan, 32 feet 3 inches; Kellogg, 31 feet 1½ inches; Heartt, 32 feet 6 inches; Pepon, 27 feet 8¾ inches.

Running hop, step and jump: Benedict, 37 feet ½ inch; Jewett, 32 feet 6 inches; La Salle, 34 feet 10½ inches; James, 34 feet 4½ inches; Waterman, 35 feet 5½ inches; L. S. Ryan, 27 feet 7 inches; Kellogg, 32 feet 2½ inches; Heartt, 33 feet 4½ inches; Pepon, 31 feet 10½ inches.

Pole vault: Benedict, 10 feet; Jewett, 7 feet; La Salle, 8 feet; James, 5 feet 10 inches; Waterman, 8 feet 7 inches; Kellogg, 8 feet 7 inches; Heartt, 7 feet 5 inches.

Running high jump: Benedict, 5 feet 1¼ inches; Jewett, 5 feet ½ inch; La Salle, 5 feet 4¼ inches; James, 4 feet 9¼ inches; Waterman, 4 feet 11½ inches; Ryan, 4 feet 2½ inches; Kellogg, 4 feet 4 inches; Heartt, 4 feet 6 inches; Pepon, 4 feet 6 inches.

Potato race: Benedict, 1 minute 43 seconds; Jewett, 1 minute 53-3-5 seconds; La Salle, 1 minute 46-2-5 seconds; Waterman, 1 minute 47½ seconds; Ryan, 1 minute 51 seconds; Heartt, 1 minute 53-1-5 seconds; James, 1 minute 53 seconds; Kellogg, 1 minute 48 seconds.

The totals showed Benedict the winner of the contest with 406½ points, La Salle 384½ points and Waterman 336½ points.

Officials: Referee, Oliver Chambers; scorers, A. S. Pearce, I. S. Cutter, R. A. Drain; judges, C. M. Story, R. S. Hunt, Joel Stebbins; measurers, W. F. Krelle, W. R. McGeachin, Adolph Shane; ushers, C. J. Allen, C. L. Allen, G. A. Johnson, H. R. Sullivan, U. K. Cooper, J. B. White, C. G. Rochon, M. D. Elson, W. F. Abbott, S. Anker, M. D. Baker.

Fred Barnes left Monday afternoon to pitch for the Milwaukee team.

PRES. SCHURMAN'S ADDRESS

President of Cornell Speaks to University Students

IT WAS A MAGNIFICENT TALK

Cornell Alumni From Omaha Were Present in a Body—Chapel Was Crowded and Many Turned Away

The University has been favored with a number of chapel addresses by men of prominence this year, and most of them have been of far more than ordinary interest, but by all odds the greatest address of the year was that given by the distinguished scholar, writer and educator, President Schurman of Cornell University, last Friday morning.

It had been announced several days before that President Schurman would speak, and keen interest was aroused in his coming, not only because of the great university he represents, but because of his distinguished attainments. The chapel was not large enough to hold the crowd that came out to hear him. Old timers in the University, those who have been here for a number of years, say they never saw such a large crowd in the room. Many were compelled to go away because they could not even find space to stand.

On the platform there was a good representation of the faculty, besides the Cornell alumni, who came down from Omaha to hear the address. The ten or twelve Cornell men in the faculty occupied front seats and took an active part in giving the Cornell yell a number of times. Whenever the yell was given the students would raise the University yell and give it with a life that fairly shook the walls of the chapel. If the visitors were not impressed with the brain power of the students, they at least gave them credit for plenty of vocal ability.

The chancellor, in introducing the speaker, called attention to the similarity and community of interests between Cornell and the state universities of the west. Cornell, he said, could lay claim better than any other eastern university to being truly democratic.

President Schurman is a man who impresses one as being young—at least young for the position of responsibility and dignity that he holds. He is not a speaker of voice and gesticulation alone are considered, but one soon forgets the man and has his attention centered on what he says, so striking and profound is his thought. He uses none of the tricks and devices of the orator, but talks in a cool, practical sort of a way, endeavoring always to make himself clearly understood. He impresses one as being highly original, a man who solves problems for himself.

In his introductory remarks he attempted to show the relation of colleges and universities to one another and the unity that exists between the higher institutions of learning and the schools given up to secondary education. Both, he contended, were engaged in the single work of uplifting the hearts and minds of the people.

Plunging into his address proper, he said that universities, according to the newspapers, existed for the sake of athletics. Largely through the influence of the newspapers, opposition has arisen in various parts of the country against athletics. At Cornell such opposition manifested itself and the matter was brought before the faculty. There the entire control of athletics was placed in the hands of the students, the faculty having nothing to do with their management. Athletics, the speaker thought, were a good thing in colleges and universities. Young men as a general thing have superfluous energy which must find some vent. Furthermore, athletics bring about neighborly feelings between educational institutions as nothing else can do.

Though health and a sound body are important, they are not of greatest importance. Man is more than an animal. He is a being, with a mind and heart, and these it is the function of the university to train and develop.

The university of today is essentially democratic. It throws its doors open to all the people. The old New England university was not founded on such broad lines, being for privileged classes alone, not for the people as a whole. Today young men and young women are admitted on exactly the same conditions. No matter how poor or humble the young man may be, he can get an education now if he desires one.

With the growth of universities, their curricula have been extended and broadened. The old universities, such as those of Bologna, Paris and Oxford, never went beyond the liberal arts and sciences, law, theology and medicine, though they were the models upon which modern institutions of learning have been based. Today provision is made for instruction in a multitude of professions and occupations, such as engineering, architecture and agriculture. Within the curriculum of liberal arts there has been a wonderful expansion. Formerly it was possible for the student to take all the work offered in liberal arts in the four years that he was in the university, but now that provision has been made for instruction in the humanities, history, economics and science, this has become an impossibility.

Perhaps the most interesting part of President Schurman's lecture dealt with the elective system in university education. He said that it had come to be recognized that it was not pedagogically wise to run all students through the same mill. Some students were incapable of studying certain branches with any degree of success or profit to themselves. Macaulay, genius that he was, had no predilection toward mathematics, and the study of them was of little advantage to him. The scope of knowledge is so broad that everything cannot be learned in four years, and, consequently, specialization is necessary. It has been urged against the elective system that students often take up special lines of work before they have sufficient preliminary training; that they become specialists when they should be pursuing undergraduate work, and no doubt this is often true. In the second place, it has been contended that the elective system has sounded the death knell of classical education. The speaker said that he believed in the classics and had been thoroughly trained in them himself; but he did not believe that they were adapted for every one. Not one out of ten students goes far enough in them to derive the proper benefit from them. Statistics show that about five per cent. of the students in the high schools are studying Greek and twenty to twenty-five per cent. are studying Latin. Considering the nature of students, this percentage is large enough. At Cornell everything has been made elective in the academic department. Much of the work formerly done in the university is now being done in the high schools. The new system has had a trial of one term and has been found to be very successful. It was thought that with the change there would be a falling off in the number of students taking mathematics, so that one professor in this branch was dropped, but he soon had to be reinstated, the number of students taking the work being about the same as under the old system. There has been a slight decline in the number of students taking Greek, but none whatever in the number taking Latin. One instructor in philosophy was dropped, it being supposed that there would be fewer students taking work in the philosophical department when the courses were made elective, but he had to be reinstated in a short time.

In the third place it has been urged that shirks find it easy to get through the college or university when liberty as to choice of studies is given. The speaker said he did not believe there were any shirks in either Cornell or the western universities. Shirks were to be found only in aristocratic institutions. Finally, some have said that under the elective system there is no common standard of education among college men. President Schurman thought that this was a real danger. Still, he did not believe that there

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CHOOSE THE NINE DEBATERS

Our Representatives Against Kansas Missouri and Colorado are Selected

KINDLER WINS FIRST PLACE

Kindler, Baker, Hawxby, Miss Stull, Sackett, Taylor, Warner, Perry and Matson are the Fortunate Debaters

The "battle of the giants," as the final preliminary debates were advertised, occurred in the chapel last Friday and Saturday evenings. Not many were in attendance either evening, the anticipation of the markings of the judges bringing out the largest audience Saturday.

The question for discussion Friday evening was resolved, "That the United States Should Annex Hawaii." The speakers on the affirmative were Messrs. McNaughton, Kindler and Deal; on the negative, Perry, Hawxby, Warner and Meier.

Mr. McNaughton opened the question in a well prepared address showing that such a policy would be in harmony with precedent and not opposed to the principles recognized by constitutional writers.

Mr. Perry affirmed that nothing could be gained commercially or strategically by annexation that is not now enjoyed by the government.

Mr. Kindler followed with a clear and aggressive speech that gained for him first place. He stated that the Anglo-Saxon race was destined to lead the world and that the argument was futile which claimed that annexation would be to the detriment to society.

Mr. Hawxby answered him and succeeded in convincing the audience and the judges that he deserved third place at least. He maintained that we should develop what country we have before turning our attention to foreign acquisitions.

Mr. Deal argued that such a step would not destroy ethnical unity and that annexation would be beneficial both commercially and strategically.

Mr. Warner showed the proportion of desirable to undesirable inhabitants on the Sandwich Islands and that the natives are not capable of self government.

Owing to the illness of Mr. Maguire, who should have spoken next on the affirmative, Mr. Meier for the negative followed. Some embarrassment was caused by the dimming of the electric lights and the speaker was forced to his seat with several minutes of time unconsumed, but not before he had established the fact that Hawaii is neither a commercial nor strategic necessity.

Mr. McNaughton then closed for the affirmative and the audience adjourned to await the decision of the judges the following evening.

The question for discussion Saturday evening was resolved, "That the United States should construct and operate the Nicaragua canal." The speakers on the affirmative were Messrs. Matson, Taylor, Kemp and Ewart; those on the negative were Sackett, Hager, Miss Stull and Baker.

Mr. Matson carefully opened the question and briefly showed the benefits that would accrue to the commerce of western, southern and eastern states.

Mr. Sackett argued that this government could not maintain the neutrality of the water route, and that for this government to construct the canal would be in opposition to the Clayton-Bulwer treaty.

Mr. Taylor developed the commercial aspect of the canal showing that the project would pay for itself soon after construction and would secure a permanent income to the nation.

Mr. Hager declared that such a policy on the part of the government was a step toward socialism and that it would place a premium on fraud and dishonesty.

Mr. Kemp maintained that Great Britain had violated the terms of the Clayton-Bulwer treaty and hence it was inoperative.

Miss Stull, the only lady on the debates, showed from the latest con-

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