

University of Nebraska Shows Growth With State's Increase

Graduates of the University of Nebraska are in every town of the state, and scattered to the four corners of the earth, and thousands more who attended the institution, but who did not graduate, are located from one boundary of Nebraska to the other.

The good which this institution has accomplished is tremendous. It has been most wholesome and most widespread during the last several years, it will be even more so in the future.

The claim has been made, in other states, that their state universities did not get close to the people, that they did not give the training that the bulk of the people desired their sons and daughters to have.

That charge cannot stand against the University of Nebraska. That big school has met every requirement most admirably, and the board of regents and the faculty of the institution have at all times co-operated with the end in view of serving the people in the most efficient manner possible.

The fact that these officials have adhered to that course is responsible for the signal success attained in this respect. In law, in medicine, in all the arts and sciences, the courses have been strengthened from time to time as new lines have developed and as modern ideas have come into education from year to year.

The University of Nebraska has kept pace with the demands of the hour. The institution has been shaped to meet the growing needs of the state.

There is a direct connection between cause and effect, too, in the fact that legislatures from biennial period to biennial period appropriate more money for this institution than for any other single activity in the state.

The other people demand that the big school shall be well provided, for and that nothing needed to give the students greater opportunity shall be kept from them.

It is the people's mandate and the legislators therefore in making huge appropriations are doing only the bidding of their employer, knowing that for every cent expended there will be great returns reaped in a stronger citizenship, and in a happier and more contented people.

The old school has few traditions when compared to some of the older schools in the east, but if there is one which may be said to have been apparent during the last few years it is that of casting a decided influence over the affairs of the state.

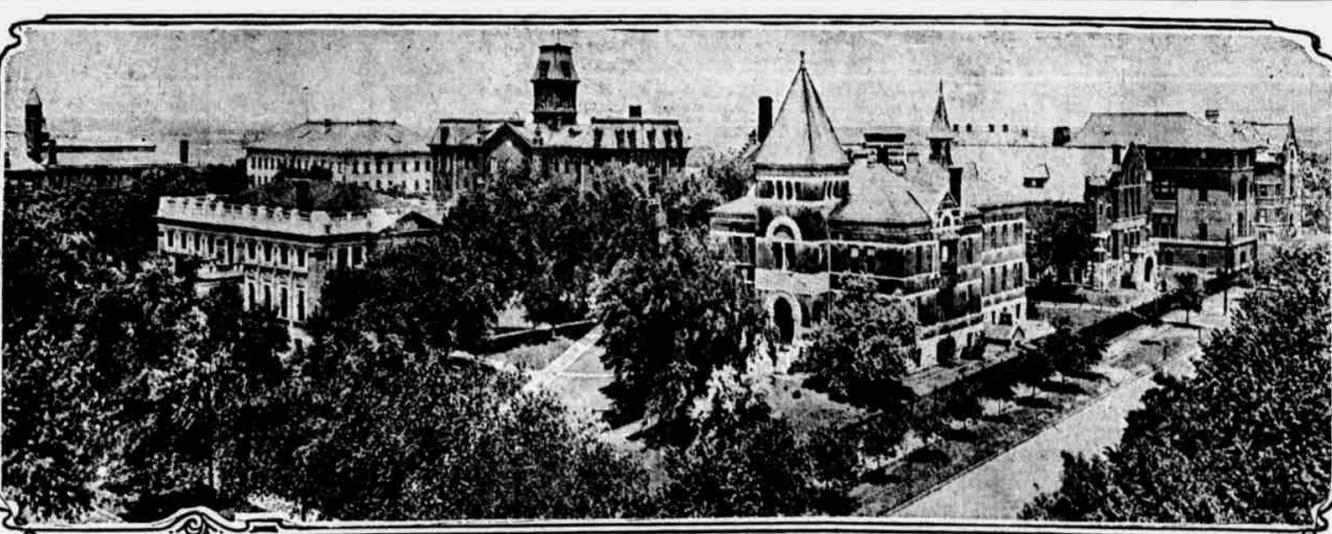
Its interests have been more firmly joined to the best interests of the state than any other activity.

The men it has released to the world have been among the state's best friends. They have been among those who gave most to the state in effort, and while few of them are listed as pioneers of this commonwealth, they have continued the work which their fathers started before them in a way to draw forth praise from their predecessors.

Admittedly, in the realm of public life, the state of Nebraska has done much more for its people than any other state of the union and more genuinely advance steps have been taken here than in any other state. The university influence has been at the root of most of these movements.

University graduates or attendants have advocated them, and university men have helped battle for them and carry them into effect after they have been enacted by the lawgivers.

Where there is ground yet to cover there are found university men advocating the changes which the people most need, and to which they are most entitled. The university element is in no sense factional nor even partisan. It is unselfish. It is eager. It is possessed of the desire to do the best things for the greatest number. It is altruistic in the highest sense.



UNIVERSITY of NEBRASKA - Down-town campus.

subordinated to their French and literature, but they have made better mothers and better wives because of the scholastic advantages which they enjoyed briefly or tentatively, as the case might be.

This influence is extensive, as has been said. It has been increasing most appreciably during the last four or five years and with the general upward trend in higher education is due to increase more in the future.

Fathers who had partial or complete college training will see that their boys get there—and mothers who had their year or years of contact with the university will want their daughters to go there, too.

The university is at the apex of Nebraska's most comprehensive school system. It is the crown, the cap sheaf. It has been made to fit in with the general scheme. The step from the high school to the university is sometimes deemed a long one in an educational way.

It is in other ways only a continuation, a promotion as even; and as regular as from one grade to another in the schools.

The schools of the state fit boys and girls to fit themselves for life work. The university is the place where they are given the opportunity to fit themselves. The schools are passive, in a way, for the learning is forced upon the student from an

outside pressure. In the university the learning begins to assume the active aspect—the outside pressure is there, but the student there begins to fit himself to absorb and reach out for this learning, and to make efforts to get it. He is successful only so far as he shows a desire to meet the teachers half way and to accept and digest what they offer, and to eagerly go ahead seeking more.

Therein the institution becomes a most acceptable supplement to education, the final process which though different than the earlier processes is still the most satisfying.

The state university offers young men and women of the state a new life. Those who are wealthy and who have the means to attend any institution in the land can find something there to keep their attention and to make them the better for going.

Those who are poor find at the Lincoln school the greatest possible amount of encouragement. It is the school where poor students can show the mettle they are made of—it is one school where is placed in the student's own hands his very destiny.

There he can either make himself or throw himself away. The choice of work is large. The incoming student can fit himself for any profession or for any calling. In

engineering, in law, in sciences, in arts, in agriculture, in medicine or in business the beginner may find the studies necessary to carry him to the road location, or in interpreting the signs of crop movements so that he can obtain the best possible price for his wheat.

It is of just as much importance that the girl who wants to dissect events leading up to the French revolution and to search for similar tendencies in our own people shall do so with all university aides at her elbow as that the more practical-minded girl shall know whether to put two or three or only one spoonful of baking powder into a batch of wheat pancakes for half a dozen breakfasts.

Legislators have tried to make some of the people think that a wide difference existed between the town and the country of the state, and that the University city and farm campuses divided a class which could never, never mix.

All of this is bosh. Lives there a man with hands so calloused from toil with the plow or the corn planter that never to himself he has said, "Some day I'll wear Palm Beaches and be chauffeur in my own touring car." Of course not! So has there never lived a farmer in this state who hasn't said that he could and would hold his own in the society of the state when given the opportunity. So there isn't a farmer lad but who feels and knows he can associate with the city campus young men and women and that he really longs for the opportunity to come for him to do so.

The university is a democratic institution. It has been so from the day it first threw its doors open to the young people of this state. It will always have to be if it shall exist as a state institution. It was organized with the aim of making the state better to live in—through giving the people higher education and equipping them with the weapons they need in all kinds of battles from those combats with the soil and the sunshine and the showers to those in the highest intellectual realms.

The faculties from year to year have sought to keep that aim uppermost. The faculty of the present time has it no less than did the first faculty—the only difference is that the present instructional staff has more at its command with which to carry on its labor.

Nebraska is one great farm, and most of Nebraska's population, therefore, a great farmer. The institution thought of this early in its organization, and it provided for teaching Nebraskans all it could about the tilling of the soil and the planting of crops so that the earth would produce the most and the most money would be gathered into the farmer's strong box.

Farming is a science, according to the belief expressed by one Nebraska tradesman who visited the big farm institution at Lincoln one day, and who realized that efforts made there to produce good farmers in the state are just as comprehensive and as methodical as in the making of a doctor or a preacher.

The farmer is taught how to pick soil first for the various crops. He is taught how to plant and how to rotate them; how to choose teams with which to do the work, how to buy machinery and how to keep it, and how to take care of the grain as it grows, how to harvest it and store it and how to market it. He is taught, too, how to feed animals to get the most work out of them, how to breed them for the strongest offspring, and how to construct his farm buildings so that he can do the most work in the least time and without constantly wasting money day by day making false moves.

He is taught, at the farm, how to combat diseases which exist among his animals or in his grain, he is taught how to supplement his chief industry with the secondary farm industries, such as raising poultry and vegetables and dairying and he is given practical demonstrations galore in the direct returns to be gathered in by those who farm according to some rule and to see, too, the losses that may come and do come to those who farm without any rules at all or with precious little observance of the few rules they do know.

All of this is done at the state farm—and farm bookkeeping is given along with it for the boys, and there are elaborate courses given for the prospective farm wife. She is taught how to feed hired men the most strengthening foods and to cut out the food that leaves them helpless.

(Continued on Page Ten—Col. Five)

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The University of Nebraska

OPENS For the First Semester

Wednesday, September 13th, 1916

One may enter also at the beginning of the second semester (about Feb. 1st) or the summer session (usually the first full week in June)

The University of Nebraska includes the following colleges and schools:

THE GRADUATE COLLEGE—A four-year course leading to Master of Arts and Doctor of Philosophy. Work may be pursued without reference to a degree.

THE COLLEGE OF ARTS AND SCIENCES—A four-year course leading to the degree of Bachelor of Arts or Bachelor of Science.

THE TEACHERS COLLEGE—A four-year course leading to the Teachers College Diploma. Students register in this college in the Sophomore year at the same time retaining identity in another college of the University, which grants the degree of Bachelor of Arts or of Science simultaneous with the granting of the Teachers College Diploma by the Teachers College. Thus, throughout his Sophomore, Junior and Senior years the student is registered in two colleges.

THE COLLEGE OF AGRICULTURE—Includes general agricultural and general home economics groups. A four-year course leading to the degree of Bachelor of Science. Also a two-year course in Agriculture.

THE COLLEGE OF ENGINEERING—A four-year course leading to the degree of Bachelor of Science in Engineering, Agricultural, Architectural, Civil, Electrical, Mechanical. Also a six-year Academic-Engineering course.

THE COLLEGE OF LAW—A three-year course leading to the degree of Bachelor of Laws. One year of academic work in addition to full entrance is required for admission to this college. Also a combined Academic-Law course leading to the degree of Bachelor of Arts in four years, and to the degree of Bachelor of Laws in six years. Work is also offered leading to the degree of Doctor of Jurisprudence.

THE COLLEGE OF MEDICINE—A four-year course in Omaha leading to the degree of Doctor of Medicine. A six-year course leading to the Bachelor's degree and the degree of Doctor of Medicine, the first two years being offered in Lincoln.

THE COLLEGE OF PHARMACY—Two-year and three-year courses. Also a four-year course leading to the degree of Bachelor of Science in Pharmacy.

THE GRADUATE SCHOOL OF EDUCATION—Course leading to the degree of Master of Arts and Doctor of Philosophy and to the Graduate Teachers Diploma. This school is a part of the Graduate College and is designed to prepare for the higher service in teaching.

THE SCHOOL OF COMMERCE—A four-year course leading to the degree of Bachelor of Arts, designed to provide vocational training for students preparing to enter business or allied lines of work.

THE SCHOOL OF FINE ARTS—A four-year cultural course, including the Fine Arts leading to the Bachelor's degree.

THE TEACHERS COLLEGE HIGH SCHOOL—A high grade school of secondary rank offering splendid opportunities to a LIMITED number of the most desirable students. Being the training school of the Teachers College admission can be had only on written application.

THE SCHOOL OF AGRICULTURE—A secondary school training primarily for practical farm life.

THE SUMMER SESSION—An eight-week course primarily for teachers.

UNIVERSITY EXTENSION—Courses offered in many departments for which college credit is granted. Work in this department may be taken to meet preparatory requirements.

The Nebraska Experiment Station, the Nebraska School of Agriculture at Curtis, and the Experimental Sub-Stations at North Platte, Valentine and Scottsbluff are also in charge of the Board of Regents.

On any point of information, address

The Registrar

Station "A." Lincoln, Neb.