

The University News

VOLUME 1.

GAINESVILLE, FLORIDA, FRIDAY, NOVEMBER 9 1906.

NO. 2.

Speech of Dr. A. A. Murphree

Delivered at the Opening of the University in Gainesville.

Dr. Andrew Sledd, president of the University, introduced Dr. Murphree, who after a few preliminary remarks characteristically witty, spoke as follows:

Michigan was the first State of the Union to establish a complete unified secular system of instruction, reaching by natural gradation from the lowest schools to the University. The University of Michigan was founded in 1817, and its charter implied one of the broadest and the most radical educational programmes ever conceived. It discarded the way of making common school and unit, and it and higher schools and the church discarded the control, higher owned, or State controlled education while the idea of the lower. It admitted as much as that higher education, as was that of the common school. University became the crown and bonnet of all the schools. Having once assumed the support of the University, the people felt near to it; they owned it; and participated in its glory; it became the pride of the State.

The plan adopted by Michigan was followed by one after another of the newer States until there now exist State Universities from Virginia to California. Many of these are of splendid conception and proportions, and not a few are as deserving of mention, except in precedence, as that one I have named. They have in a few cases surpassed their example, particularly in having more completely affiliated scattered colleges and common schools. It is a shame to any people that private munificence should surpass public spirit, or a millionaire be allowed to outdo a commonwealth.

The Michigan system is Jefferson's educational plan completed. No one can have followed the labors of this great statesman, extending over thirty years, to establish a central institution of learning in Virginia, without mingled pleasure that he saw his plan adopted so far as the University was concerned, and regret that he could not have seen the complete system which he outlined put into practice. To this day the University of Virginia falls short of eminent greatness and growth because it is handicapped by being dissociated from the rest of the school system of that State.

Most of the eastern States still have colleges and Universities scattered about without relation to each other; and each strives to build its own influence and support at its neighbor's expense. The problem pressing in upon these older States is, shall the State which has built the common school system continue the organic system to the top? How shall there be brought about a systematic coherence and unity of schools such as exist in the newer States?

In our opinion the chief concern in education in this country at present is to harmonize the lower and upper forms of the schools, and unify the spirit of school life; to bring into perfect harmony all schools of the State from the lowest to the highest. And so in our State the general consensus of all intelligent minds in these latter days has been tending more and more towards the correlation of our educational institutions until our last legislature completed our educational pyramid and finished the task of bringing order out of chaos in so far as that could be done by legislation. Prior to that act we had unified the common schools with the high schools by providing State aid for graded and high schools, and creating a uniform course of study. Kindergarten schools were then recognized and

made part of our system of public education. The general outline as provided for in our statutes is an ideal system of instruction for the realization of which we should all work as our means and circumstances may permit.

This system begins with the kindergarten school which may be regarded as the foundation of our educational scheme, the culmination of which is the University. This is accepted here as supplying a need which may be satisfactorily filled by the devotion to it of about two years of the life of the child. In these two years, from the age of four to six, with competent trained teachers, the little ones receive training of the kind which will tell powerfully upon all the years of their college life; and the social, moral and religious element of their natures receive in these early years the most pronounced and lasting impressions. With this foundation they should enter the primary

grade at six, which can well be completed in four years or from six to ten. After these six years of school life the grammar grade can well be covered in four years more, from the age of ten to fourteen. We then come to the high school grade which, after the admirable preparation received in the lower grades, should prepare the student to enter upon the college courses. From the age of 17 to 21 should be devoted to the college work, which provides for a few electives in the sophomore year and gradually increasing their number as the grades approach completion. Graduating from college the student receives his first degree from that institution, and subsequent post graduate degree should be earned in and conferred by the University in which the college graduates who can devote the additional time and means required, should be encouraged to pursue their graduate or professional studies for three or perhaps four years more.

For a thorough application of this Course of study each institution, of whatever grade, must do its own work thoroughly and well and attempt no part of that of an institution of a higher or lower grade. Thus the student should pass from the kindergarten to the primary to the grammar school, from the grammar school to the high school, from the high school to the college and from the college to the University, entering each institution as a rule in the lowest class of that institution and passing through its entire curriculum to the department selected. No other course than that can assure the successful working of any regularly organized system of instruction.

It is very true that most of our colleges in this country had connected with them in their origin preparatory departments as a necessity to their existence. This necessity has existed in this State and in some cases may still exist, and it should not be condemned while circumstances require it. But under our plan no preparatory departments can exist.

Our Universities are of later growth, and are, with scarcely an exception, in this transition period, with large undergraduate classes. This will be true of our own University for years to come. With this our people should have no controversy, for it is doing excellent work. Its circumstances at this stage require this union. Let me say just here that the State College for Women attempts to do for women what the undergraduate de-

partment of our University does for men. After the high school courses, the State says that it is better to educate our men and women in separate institutions, probably upon the theory that co-education has the disadvantage of lessening man's respect for womanhood, and for making some women manish, while separate education has the advantage of solidarity individuality and simplicity of educational environment certainly not because there is any distinguishable difference between the mind of man and that of woman. There is perhaps no subject which woman's mind could not understand, but there are many technical studies in which she would not be interested, while on the other hand there are studies peculiarly adapted to women. So, with no break in the plan, and with but little additional expense to this great commonwealth, the College for Women is set apart as a necessary element in our great organized scheme of public instruction.

We present this bare outline of this co-ordination and correlation of our educational institutions as an ideal system, the spirit of which it should be our steadfast aim to acquire, but which we cannot expect to see fully realized for several

years to come. We must devote ourselves to the education of the people, leaving them little by little to give the schools the right of way and to take the education of our children as a more serious matter. Professionally trained and efficient teachers must be put in charge of our schools and school machinery. Fads and faddists must be gradually eliminated. The men in the colleges and high schools must know each other better. There must be a full understanding as to the joint task which they have in hand, and there must be mutual confidence between the high schools on the one hand and the college and University on the other. These are some of the conditions which must be met before we can attain the ideal which the State, by legislation, has set before us.

Do you ask what is the spirit behind all this organization of our educational machinery and the cost of the same at the hands of the commonwealth? It does not seem necessary to pursue the obvious, but let me recall to your minds a few suggestions which as citizens we need to have impressed upon us again and again.

Education is development of character; and democracy requires that the State shall furnish to the children of the State development in all those elements of character which are essential to good citizenship. If we are to be a free self-governed people we must be a people of self governing individuals. If we are to be a people of free self-governed individuals each individual in this nation must be educated to understand himself, the world he lives in, the men and women with whom he is to live and the laws which govern both the world of matters and the world of man. He must not only be educated to know these laws, but he must be trained to conform his life to them. Nothing less than this will make a free self-governed republic.

There is much sagacity in those old letters of Rudyard Kipling upon American life. He shows us that a great many things here in America, which we have credited to our democratic policy have really been due to our ease and the lack of congestion and stress. The time for the test of our democratic strength is now at hand. We are now to search more deeply the principles upon which we have pretended to live; we are called to an intelligent democracy. We must train up boys who will be fit to be kings if this country is to

be ruled aright by men who are all kings. Our schools must supply that culture and education necessary to make a man just and firm of purpose, "whose mind is shaken neither by the lowering countenance of the tyrant, nor by the frenzy of the populace commanding courses of policy." In a State, therefore, which is ruled by public opinion, one of the qualities which a liberal education should most distinctly aim to impress, is firmness to resist political pressure when exerted in the wrong direction. In a country like ours, liable to be swept by gusts of emotion, not to say passion, the aim of education is to create a class of citizens trained for social leadership and yet able to stand on their guard against sensationalism and to distinguish between true and false patriotism and to uphold the claims of justice and honor.

We need to be reminded often that we are engaged upon the greatest experiment in self-government the world has ever seen. Our remarkable progress should not blind us to the inherent danger of a republic. We have enjoyed national existence for a little more than one hundred and twenty-five years; Athens, when she fell before the usurpation of the tyrants, had been a republic one hundred and fifty years; Rome, when she surrendered her liberties to the keepers of a Caesar, had been a republic four hundred and thirty years. I do not wish to pose as a herald of calamities, but there is no use in shutting our eyes to apparent conditions.

Mankind is not yet very far on the road to the millennium, nor is it likely to be so while human nature is so unregenerate. The advancing tide of socialism, the destructive dictates of anarchy, the theories of Utopians, and false principles of government, can only be met by educating the masses and making our general public familiar with true economic principles.

To bring economic science in reach of the masses is the vital province of democracy. There is only one thing that can effectually do this—the education of the masses and a continuous drill in the principles of social and political economy on the minds of our future citizens. This is the only inoculant to perfect our body politic. It is an old saying that every artisan philosophizes in his own way, but the State may well assume to teach him the right way. This little poem represents the spirit of true democracy and independence of sturdy manhood which it is the province of every State in the Union and indeed of free America, to carry into the wide, wide world:

"How happy is he born and taught,
Who serveth not another's will;
Whose armor is his honest thought,
And simple truth his brightest skill;
Whose passions not his masters are;
Whose soul is still prepared for death;
Not tied unto the world by care
Of prince's ear or vulgar breath;
Who God doth love and early pray
More of his grace than goods to lend,
And walks with man from day to day
As with a brother and a friend.
This man is freed from servile bonds,
Of hope to rise or fear to fall;
Lord of himself, though not of lands,
And, have nothing, yet hath all."

THE UNIVERSITY NEWS

A COLLEGE PAPER THAT IS.

Sprightly, sparkling, and fresh—it comes to you twice a month full of choice bits for your delectation.

TAKE A TUMBLE AND DIG—\$1.00
DON'T PLAY THE CLAM!

The First Game With Rollins

Plenty of Good Points, Snappy Plays and Victory for University.

Dixie Debating Society.

The Dixie Literary Society met in regular session last Wednesday evening in Chapel Hall with President Sanborn in the chair. All present were enrolled as charter members. The minutes of the last meeting were omitted, the secretary being absent.

The secretary of the committee on constitution and bylaws reported. The report was adopted with a few alterations and were declared the laws of the society.

The president had been elected at the previous meeting, but the election of the other officers had been deferred to this time. It was next in order. The officers elected were as follows: Vice-president, D. S. Bryan; secretary, H. A. Felkel; treasurer, T. Z. Cason; A. Clyde Evans, critic; sergeant at arms, Carlos Canova.

Next was the regular debate.

RES. D. S. Bryan, A. Clyde Evans, NEG.

Burton Barrs, T. Z. Cason.

Question: Resolved, that co-education is more beneficial to both sexes than separate education.

Affirmative won unanimously. The affirmative was represented by J. W. Hartfield, Shands, and Powell.

The program committee was appointed, the members being Bryan, Cason and Moreman.

The society has arranged to have frequent public debates to which everybody is invited. They are to count in the selection of the debating team of the University. This team will debate other colleges, and when the debaters have been sifted down to the best two, a hot wrangle must ensue before they lose.

Your Town Paper.

Do you appreciate and patronize your home paper and say a good word for it to others? The newspaper is the most exacting business in the world, the most trying in every way. It means longer hours and the greatest care in its conduct. The newspaper has the entire public to deal with. It is criticised on every hand. It has to deal with all the community, and to do this successfully, requires judgment and patience. It has power, and that power, to the credit of journalism, is nearly always wielded for the public. No question of vital concern to the people fails to find a strong support from the paper, and this, too, without remuneration. The publisher spends his money to further these projects, and the community never gives a thought to the matter of cost to him. It is not paid out of the public pocket. The newspaper wants every concern to prosper. Why should not this good be mutual? To make a profit, the newspaper must have a living rate for the paper and its advertising space.—Ex.

One of the most notable of the special days at the Florida State Fair period will be Woodman's Day, for which November 21st has been designated in honor of the Woodman of the World. Among the various features of entertainment arranged by Woodmen for this occasion is the most brilliant illuminated parade ever seen in Florida, participated in by Ye Mystic Krewe of Forty Funny Fellows and several thousand other Woodmen. A competitive drill between the uniform ranks of about 15 camps of Florida and Georgia will be another feature. Many of the leading Woodmen of the country will attend and deliver addresses, including Congressman Shepard, of Texas. All other secret and fraternal orders represented in Tampa will arrange to entertain visiting friends through the Fair.

Since the game with Mercer, the University team has been constantly practising and utilizing to good advantage the fine points of the game demonstrated to them on the field of their first and only defeat. Coach Forsythe has been working the small squad diligently and with success, and was able Friday to put out a much better team than the one used the Saturday previous.

The two teams were on the field at three o'clock passing the ball and running signals preparatory to the contest between the college of Southern Florida and the University. To a casual observer neither side seemed to have the advantage in weight or hardiness. Two teams more evenly matched would be hard to find. All looked eager to start to work. A large crowd gathered to witness the game, and the student body turned out en masse. Mr. S. A. Sanborn, leader of yells and college songs, stood in the middle of the group and loosed his lusty lungs through the magnificent medium of a massive megaphone. The cheering was vociferous and encouraging.

At three fifteen the whistle blew and the pigskin went twisting through the ambient atmosphere into the arms of Thompson, the University quarterback, who advanced it 50 yards before being tackled, while the piled up line was disengaged, being lured by the signal as it was called and as soon as all were in place again Hancock, captain and fullback, went through center for five yards.

The scrimmages were pretty all through the half. Seesawing, backward and forward from one end of the field to the other, the ball almost invariably going over on downs, the two teams played the twenty minutes. The first half ended with the score 0 to 0, and the ball in the center of the field. Excitement ran high. Everybody was yelling and anxious for the second half to begin. The two coaches were talking earnestly to their men who were resting at opposite ends of the field of contest.

When the whistle blew for play to resume, the two teams wore looks of nerve and determination on their faces. Rollins received the kick, and the first scrimmage took place on their forty yard line. The ball remained in their territory during the remainder of the game.

Near the end of the half, Corbett ran twenty-five yards around left end for a touch down. His interference was perfect and almost impregnable. The crowd went wild. The ball was brought out to the twenty-five yard line, and Shands kicked a goal.

The rest of the half was only a few minutes, but the University team had the ball on the visitor's twenty yard line and going on for another touchdown when the whistle blew for the second twenty minutes to end.

The stars on the Rollins team were Green and Bettis; on the University, Hancock, Cox, Corbett and Earman.

The difference between the two teams was in the plays. Our boys had been supplied with a magnificent series of plays by Coach Forsythe, and they were used with telling effect on the inexperienced and unsuspecting visitors.

The University News is a great aid to Gainesville as well as to the University. The prosperity of a community is gauged by its newspapers. Do you "savvy"?