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Article Summary: Canfield headed the university for only four years, but his work had lasting effects. He built statewide respect for the university. Both the number of students and the breadth of the curriculum increased significantly during his tenure.

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Photographs / Images: James H Canfield and daughter Dorothy, Canfield in his office at Columbia University

Chancellor James Hulme Canfield: His Impact on the University of Nebraska, 1891-1895

By LaVon Mary Gappa

One by one the land-grant universities were taken in hand by dynamic leaders. The University of Nebraska broadened its scope in the 1890s under Chancellor James Hulme Canfield. He served only four years, but these years marked the beginning of a new epoch in the University's history.

Early university presidents had a relationship with students which was similar to that of a pastor and members of his congregation; he was the spiritual teacher and advisor. As the ecclesiastical rigor that bound both church and state gradually relaxed, the qualifications demanded of a university president changed. It became necessary that he be a strong and commanding personality.

The next step in the evolution of the office of the university president came when private and state universities were frequented by young men and women seeking education in a profession, business, or some branch of applied science. With this development came the need for expanded facilities, for laboratories, and for the enlargement of the physical plant. The university president became not only the religious and educational head of the institution but also its financial agent.

James Hulme Canfield brought to the chancellorship a combination of abilities and experiences. He was a man of refined presence and genial manner and was an accomplished public speaker. He was in the best sense a "man of the world."

Canfield introduced new ideas, made the public much more university conscious, and lifted the administration of the University of Nebraska to new levels of power and influence. His administration laid the cornerstone of the university of the future.

James Hulme Canfield was born in 1847 in Delaware, Ohio. His father was an Episcopalian clergyman from Vermont; his mother was a native of New Jersey. In his infancy the family moved to New York City, the father having accepted a call to the rectorship of St. Peter's Episcopal Church. Following his mother's death when he was eight years of age, James was sent to live on the Canfield farm at Arlington, Vermont, where he resided with his paternal grandmother and aunt.¹ At the age of 14 James returned to New York City to live with his father and prepare for college at the Polytechnic Institute in Brooklyn.

Canfield entered Williams College in Massachusetts in 1864, where he distinguished himself as a student. "He was one of the ablest, and I thought the noblest of all the students in the college," wrote Franklin Carter, later president of the college.² Williams president, Mark Hopkins, advised the young Canfield just before his graduation to settle in the East but to see something of the West and feel its spirit.³ As soon as Canfield received his degree in 1868, he went to the local railroad station and bought a ticket for a destination as far west as his money would take him. He found himself in Iowa at the end of the line of a division of the Chicago, Milwaukee, and St. Paul Railroad. He got a job driving a cart on an embankment and became foreman and eventually division superintendent. Canfield liked the work and years later spoke of this episode in his life as a time of rugged and profitable experience.

After two years of railroad building Canfield went to Jackson, Michigan, to study law. He practiced at St. Joseph, Michigan, from 1872 to 1877. During this period he married Flavia Camp, one of the first women graduates of the University of Wisconsin. Miss Camp had been a teacher for several years in the common schools and also had taught drawing and painting at the University of Wisconsin.⁴ The Canfields had two children, James Albert and Dorothy Frances. James became a businessman in New York City; Dorothy married John Fisher and became noted as a writer of fiction.⁵

While living in St. Joseph, Canfield developed an interest in local school affairs, became an active member of the school board, and concluded that teaching was his true vocation. Largely through the influence of President John Bascom of the University of Kansas, a Williams College alumnus who knew Canfield well and had great confidence in him, he was ap-

pointed in 1877 to a professorship at the University of Kansas in Lawrence, where he remained for 14 years.

Canfield was not a great scholar, but he was widely informed and could speak well on almost any subject. It was said he could talk to a gathering of swine breeders in the morning, to a group of bankers in the afternoon, and then give a popular address in the evening. Canfield's excellent voice, his ready use of language, and his skills as a storyteller were factors in winning friends for higher education in Kansas and Nebraska. "He left the learned monograph to others," devoting his attention to the popularization of knowledge as exemplified in writing for newspapers. Outspoken and independent, Canfield gained the respect of students but the enmity of Kansas conservative political leaders, who disliked his support of free trade.⁶

In 1891 Canfield was engaged by the University of Nebraska to deliver the commencement oration. This brought him in contact with the University for the first time. Acting Chancellor Charles E. Bessey was responsible for bringing Canfield to Nebraska. He later said of Professor Canfield, "He was very simple and direct in his methods and hated display and formality."⁷ Bessey described how Canfield soon knew everything about the University, "and we never thought of him as a Kansan. He became a Nebraskan the moment he crossed the state line, and it was not long before everybody in the state knew him as a live, hustling, very versatile Nebraskan." Bessey noted that Chancellor Canfield never let up but constantly worked for Nebraska and the University.⁸

The administrations of the university of Nebraska's early chancellors were brief. A. R. Benton was elected the first chancellor in 1871, to be succeeded in 1876 by E. B. Fairfield. Both Chancellor Benton's and Chancellor Fairfield's administrations were careful, conservative, and in harmony with traditional ideas of education. The growth of the University during this period was gradual and seemed satisfactory to most Nebraskans. The course charted by these administrations was safe and not marked by rapid development. Unfortunately neither were they noted for the incorporation of new ideas and progressive methods. From 1882 to 1884 Professor H. E. Hitchcock was acting chancellor. His modest and retiring character determined the conservative nature of his administration. Fortunately his chancellorship was distinguished

by a strong faculty. The four years from 1884 to 1888 were years of great development and growth under the administration of Chancellor I. J. Manatt. Like Hitchcock, Chancellor Manatt displayed good judgment in choosing a faculty for the University.⁹

From 1888 to 1891 Professor Charles E. Bessey was acting chancellor. During this period Bessey administered the University in a democratic fashion. He did not provide vigorous, dynamic leadership; instead he preferred to allow the faculty to reach common decisions, which he presented to the Board of Regents.¹⁰ The regents were pleased with Bessey's ability to unite the faculty and maintain harmony among the various departments. They offered Bessey the position of permanent chancellor several times. Had he accepted, his abilities as a scholar and a scientist might have been wasted and his contribution to Nebraska agriculture less substantial.¹¹ Nevertheless "the right man for the work to be done stepped into place": James H. Canfield, who took "the material for a great university, . . . put all into the fiery furnace of his enthusiasm and in four years brought forth results that were amazing."¹²

Chancellor Canfield became a power in the University of Nebraska, in the community of Lincoln, and in the state. He combined positive convictions with a talent for expressing and organizing them that caused him to be recognized as a leader—even by those at first unwilling to be led. He involved himself in every project in which he felt his abilities could be useful: church work; local affairs; county, state, and national educational organizations. His vigorous defense of his views and aggressive executive policy occasionally caused consternation among conservatives. When Canfield first became university chancellor, he was deeply troubled by the conflicts among regents, faculty, students, and alumni. How could he serve the best interests of all these groups? Whenever he acted to help one group, he was bitterly attacked by the others. He later recalled this while talking with Dr. Charles Eliot, president of Harvard, who responded "that such was the nature of the position—you'll find, Canfield, that whatever decision you make, someone will think you a liar."¹³

Canfield never tired of championing democratic education.

The institution that exists for some given class; that tends to separate rather than unite society; that creates or continues and fosters artificial distinctions;

that forgets to labor thoughtfully and intelligently for the welfare and advancement of all; that fails to welcome all; that adapts itself to a preferred few, rather than thankfully working side by side with the great uncommon common people, such an institution is unethical and practically immoral in all its life and influences.¹⁴

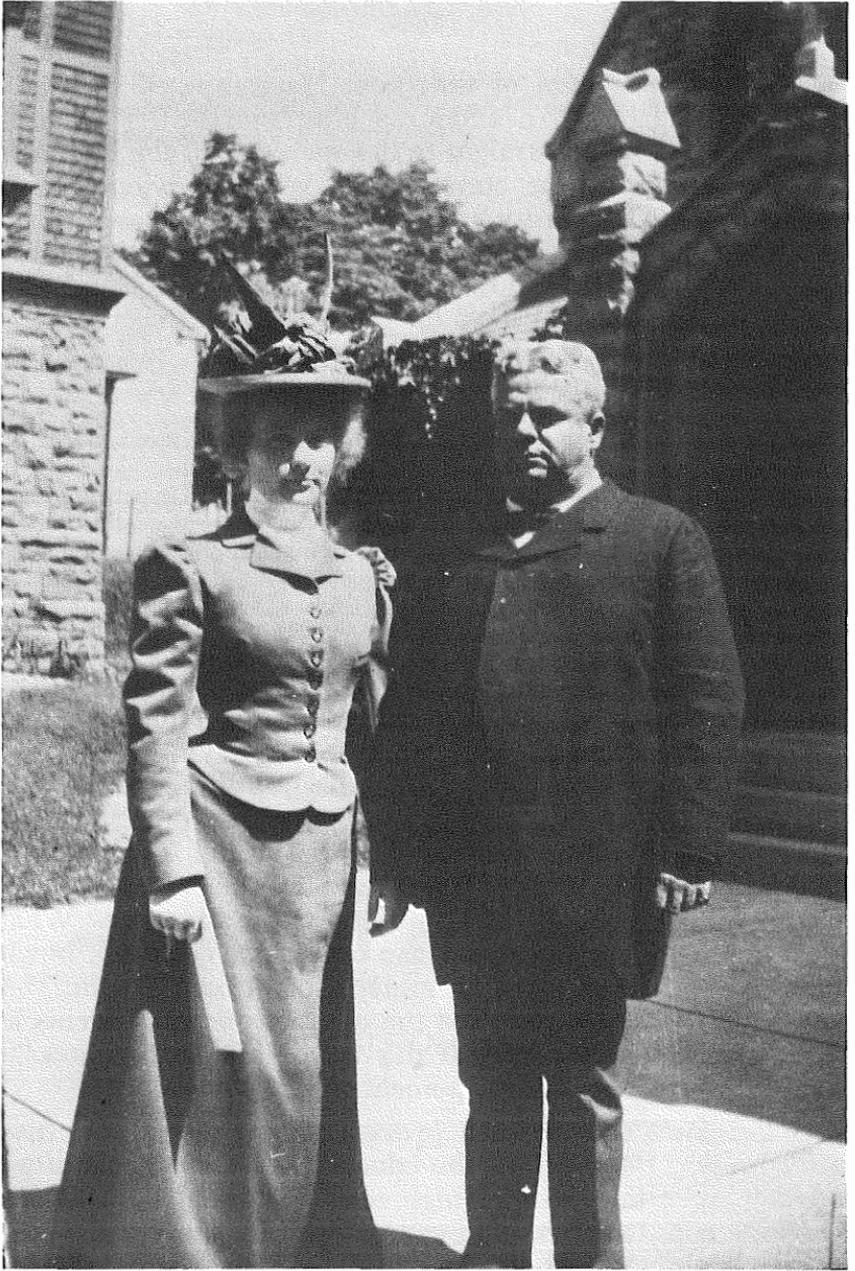
Chancellor Canfield did not believe the University should pursue scholarship for its own sake; instead he devoted his attention to the popularization of knowledge and to the living questions of education. He criticized those institutions whose degrees and commendations were only for men who published—not for men of other accomplishments. The chancellor crusaded constantly for recognition of a personal and institutional relationship; he wanted the University to address the immediate and pressing needs of Nebraskans. During the Canfield years Nebraska and the nation were plunged into a severe economic depression. The dire condition of both agriculture and industry and the erosion of the foundations of economic life were seen by Chancellor Canfield not as the tragic end of hopes for higher education in Nebraska, but as the soundest possible evidence of the need for higher education.

Canfield was an indefatigable campaigner, a public relations expert before that term was invented.

Standing quietly before his audience, twirling his eyeglasses at the end of their cord, talking almost conversationally but yet throwing out to the far corners of the room or hall that peculiarly rich, clarion voice of his, putting all his broad-shouldered, thick-barreled vitality into his words—with wit, understanding, sincerity and eloquence, Chancellor Canfield said his say.¹⁵

He traveled the state extensively: 10,000 miles on behalf of the University during his first year and about 8,000 miles annually during his last three years. Whether he spoke in Wahoo at the Presbyterian Church or in Table Rock at the Farmers Institute, the sum of his remarks was always, "The door of the University must be kept open for every son or daughter of Nebraska capable of profiting by higher education." Before his appearance or following a speech, Canfield would seize the opportunity to visit small towns, "making acquaintances" and trying to "correct some erroneous opinions" that the University "was not for farmers' children."¹⁶

His favorite topic was "A State System of Education," in which he emphasized that the University was a part of the



James H. Canfield and daughter Dorothy.

general school system of the state. He compared the state system of education to a ladder reaching from the first grade of every primary school straight to the open gate of the University, the leader of the state system yet subservient to all members. The University furnished a standard and an inspiration to lower schools and was "the foster mother of secondary education, advancing knowledge secured under wide and conservative methods that have for their first result accuracy."¹⁷ Earnest students were inspired by the character, zeal, and intensity of its teaching force.

The University is offering opportunity and inducement to students to push on in undergraduate courses arranged with a view both to mental growth to what they will directly need in their coming active life, and in post-graduate courses that will fling open the door of all human knowledge—this institution, founded in unselfish endeavor, full of magnificent scheming, and crowned with enthusiasm, will prove the most powerful factor in hastening the day of that last and best and grandest work of man, a free government in the hands of an Educational Democracy.¹⁸

That Canfield was successful in "working [promoting] the University" was indicated by the increasing number of applications. In January 1892 he noted the "unusually large number of applications,"¹⁹ and at the beginning of the 1892 fall term, described the opening week as extraordinary. "More than twenty-five hundred people have visited the buildings and grounds." He added, "There has never been such an early and constant demand for information and admission. What this may mean for next week can only be conjectured, but it looks as though the work of summer had not been in vain."²⁰ A week later Canfield recorded the number of new students as 301 "against 185 last year at this time," and registration "is 583—an increase of over 40 percent on last year."²¹

In the small, economically pressed country towns and cities of Nebraska, the rungs of the educational ladder most often missing were the years of high school training. During his speaking trips the chancellor campaigned for more and better high schools with all the fervor of his imaginative nature. Thousands of Nebraskans heard him argue that the University could not be regarded as an independent or an isolated institution "but is . . . an integral part of this state system." He gave repeated assurances that it was not an institution with a standard so high that it was fitted "with locks that respond only to

golden keys," an institution in which the people at large had but little interest. "It keeps close touch with all these lower schools."

A State University in proper relation is absolutely dependent upon the State system, even though that system may be very imperfect and full of limitations. Though it stands at the head of this system it is still a part of the system. The years which it devotes to instruction are only so many added grades in school work.²²

His credo was simple—"the University is only the thirteenth, fourteenth, fifteenth, and sixteenth grades of the public school."²³

Chancellor Canfield's belief that the cultivation of the intellect alone was not the purpose of wise education led him to encourage his faculty to maintain close and sympathetic ties with the people of the state. He threw all his influence to bear against narrowly pedantic intellectualism which made university professors lose touch with students and residents of the state. During the first term of his chancellorship he wrote letters to members of the faculty asking that they name one or more "somewhat popular" addresses, lectures, or talks which they would be willing to deliver to groups which the chancellor would designate. He wished to have these lectures presented before "Reading Clubs, Circles, and other literary bodies of light nature." They should not exceed one hour in length ("I think that fifty minutes is better") and should be arranged to reach and attract "the average audience and the average Nebraska town."²⁴

Canfield was concerned about putting the faculty into the community in such a way as to "enable you to tie to yourself and to us some of the people who are interested or should be interested in the University and some of the younger people who ought to finish their education here."²⁵

The newspapers of the state were enthusiastic.

It was a wise thought of Chancellor Canfield to arrange for these lectures in the various towns, and the plan will result in great good to the people. Not only are the people instructed and entertained, but it gives the professors an opportunity to meet the young people of the communities and encourage them to take university courses.²⁶

This was one of the first experiments in adult education in Nebraska. Sending members of the University faculty to

various parts of the state on request for educational purposes was done without charge and with no remuneration to speakers. Admission was charged only when gross receipts would benefit a local school improvement. The demand for these lectures was greater than the supply and increased each year. They were entirely separate from and in addition to regular university work done by members of the faculty.

Chancellor Canfield seized every opportunity to stimulate Nebraskans' interest in and support for their University; no group was too small for him to reach. He often drove miles to speak in some small town such as Raymond, which had "possibly two hundred and fifty people."²⁷ Canfield was met by the "President of the Lecture Bureau," and they proceeded to the general store, where the chancellor was given supper in the proprietor's kitchen. Canfield recalled, "After supper I sat round the store 'til it was time for the lecture. Then the store was closed, and the crowd went over to the church, stopping at other stores and getting the folks as we went along."²⁸

The bell of the church had been ringing "long and violently" and the church was filled with farmers who had driven eight or ten miles over "well nigh impossible roads." The "lecture was opened with a prayer and singing of *all* the verses of 'Nearer My God To Thee.'" The general store owner then told "in a very simple way" how they had talked about "getting the chancellor" and how they had wondered if he really would come to such a little place.

And then, in the midst of these simple folks, who gave me individual attention for nearly an hour and a half, I just talked, or tried to talk about what a free government really meant . . . and they nudged each other . . . and laughed occasionally, and were very sober occasionally, and occasionally chumped their feet on the floor in the old fashioned way of applauding.²⁹

Canfield related how the Methodist minister said it was a better sermon than he had ever preached, and "they took up a collection to pay for the fuel and lights." Afterward, they sang another hymn. Then the men went out into the darkness and unfastened the horses "that had been butting each other," drove to the door, put in the women and children, and started home.

The chancellor and the townspeople then "strung along back after the one feeble lantern" to the general store, where

Canfield sat in the one chair "and the others on the counter and nail kegs . . . They questioned and I answered on every conceivable topic 'til it was a quarter of twelve." As to the lasting benefits of his lectures, Canfield could only speculate. "I do not know what it all amounts to. . . Only the future can tell whether it is hay, straw, stubble, or stone."

In addition to "working the University" by means of faculty lectures and his own speaking engagements, Canfield originated a weekly report of University events in the *Nebraska State Journal*, "a thing never before done here."³⁰ He was amazed that "in an age of printer's ink" no one had the sense to use it on behalf of the University. "I am using it freely and I hope wisely and have the returns of each day to prove that it is effective." In the *Hesperian*, published by the students of the University, the chancellor contributed a column entitled "Executive Excerpts," addressed mainly to students and touching on problems and topics of current interest. He made arrangements for the faculty to contribute news items to the city press and several state papers "under the general supervision of the executive office and of the Department of English."³¹ Each member of the corps of instructors was asked to make brief notes of items "which will be of interest to alumni, old students, the general public, or to those interested in education." This would enable the University to place before the people of Lincoln and the state a large amount of information concerning University affairs and would "serve to increase in all citizens an intelligent interest in the institution and in its advancement."³²

Canfield also originated a plan for reporting the educational news of all Nebraska schools. At a meeting of the State Teachers Association a procedure for gathering and publishing the educational news of schools was discussed, and a committee was appointed to perfect the plan and test it for 1892. The *Nebraska State Journal* announced that "Nebraska is in the midst of an education revival." Chancellor Canfield was credited for his "unusual and vigorous efforts" to extend information regarding educational work.³³

Chancellor Canfield opened the buildings and grounds of the University to Nebraskans when he instituted a guide service for visitors who wished to tour the facilities. Because visitors to the University were constantly increasing, he ap-

pointed students who were "kept within [on] call" to accompany those who wished to make "an intelligent inspection." All visitors were registered before they were taken on their tour.³⁴ The registration book was considered one of the most interesting books at the University. "Nearly six hundred visitors were passing through the University each month. . . and represent not only all sections of this State but all sections of the Union."³⁵

Occasionally "an old settler" would note his surprise at the changes he found on campus. Frequently those who went through the buildings would return to the office "in order to express their excitement and astonishment." Chancellor Canfield observed, "Everything is done to make these visits as pleasant and as profitable as possible. They mean a great deal in the way of advancing the influence of the institution, and they tell a very clear story as to its increasing hold upon the people of Nebraska."³⁶

Canfield believed that "opening . . . the University freely to visitors and making them heartily welcome has also operated to extend information." The chancellor recalled that when he first came to Nebraska, the few visitors entered the campus timidly, "peeped into buildings, became dazed and bewildered, and fled." He stated that "if one hundred intelligent citizens of this and other states" would spend time inspecting the University, there would be "a wider and better appreciation of what the University means and what it is striving to accomplish."³⁷

Chancellor Canfield suggested that state organizations use University facilities for meetings and conventions. "Men are not slow to appreciate a university which evidences a determination to work in behalf of every material interest in Nebraska," announced the *Nebraska State Journal*.³⁸ The State Teachers Association, the State Board of Agriculture, the State Horticultural Society, the Stock Breeders Association, and other similar groups in the state readily adopted the chancellor's suggestion. The State Board of Agriculture held its meetings in the chapel and its annual corn show in Memorial Hall. The State Horticultural Society also met in Memorial Hall, while the State Teachers Association met annually in the chapel and held meetings in classrooms. The Dairymen's Association also desired to meet at the University. "They

realize that at the University are trained men, specialists in every direction in which they need assistance and that here are also libraries and apparatus that will be of special advantage to them during their meetings."³⁹ It was apparent that the University under Canfield's leadership stood at the head of every practical movement in education, agriculture, and industrial development in the state.

While the University (and the chancellor) welcomed these organizations, it did so at great cost to itself. All work in Memorial Hall had to be cancelled while the State Board of Agriculture's annual corn show was being held, and "four days of class work in botany, agriculture and horticulture had to be dropped in order that the State Horticultural Society might hold its sessions." Daily use of the chapel by students in the department of music had to give way for the State Teachers Association. It became evident that it would be beneficial to erect a building to accommodate these organizations.

The University offered a site to the state organizations so that they might erect a building, provided the University could use it when other meetings were not being held there. The regents offered to supply perpetual heat, light, and maintenance for such a building.⁴⁰

Unfortunately the "Convention Hall" never materialized due to the state's severe depression, which deepened in 1893. Nevertheless in spite of the crowded condition of the buildings, the University continued to welcome annual meetings of state societies. "Five within thirty days is the record already made this winter . . . and the Chancellor is getting ready to extend to the boys the freedom of the premises."⁴¹ Canfield said he would rejoice to see the day when every state society had its headquarters on the University campus. "I have seen it tried again and again," he said, "and I never saw a success made of a society that was on wheels." The chancellor believed the University was strengthened by the influence of these organizations. Students could be present at and possibly participate in the various meetings held each year. "They are thus brought in touch with the practical affairs of life and with the varied interests of these associations."⁴²

And the members of the associations gained a closer relationship with the institution, "which is peculiarly at the head

and front and occupies the accepted position of leadership in all these matters."⁴³ The relations Chancellor Canfield established cannot be underestimated. They were strong and intensive; they were "hay" not "straw, stubble or stone." The University as well as the state received new life and new inspiration. Opening the University to Nebraskans was of particular importance; historically public support comes from conservatives only when they know where their tax dollars are being spent. Canfield aroused an interest in higher education and promoted the belief that higher education was within the reach of all and should be sought, which made the University the pride of the state. "They now understand that the University is their own property; that their money is invested in it; and that they, through their children, have a right to use it."⁴⁴

Howard W. Caldwell, a member of Canfield's faculty, described the chancellor as a dynamic, resourceful, and skillful leader who came to Nebraska just as the field was ripe for the work he was best prepared to do.

He made the University known to the people of the state. Education was made popular and he aroused the young men and women of the state to desire a higher education He made one sentiment the dominant one in every public address; namely, that the University was only a part, the crowning part, of the public school system, the four grades above the twelfth. The high school and the University constituted parts of one great whole.⁴⁵

As strongly as Canfield espoused a revolt against an old-style classical education, as warmly as he championed a state system of education, as much as he was stirred by plans for agricultural instruction, none of these causes enlisted his support like the cause of greater democracy. Of the Canfield years at the University of Nebraska, Alvin Johnson wrote in his autobiography, "We regarded him not only as a shining representative of the world of culture, but as a true democrat, who used all his influence to abate the snobbishness of the students from the families composing the rising middle class—that the University might not be cursed with caste formation."⁴⁶ Dorothy Canfield Fisher described her father:

Thus had my Vermont father, for all the years of his life, risen in defense of higher education for all, when, by implication he saw it, as so often in our nation, in any nation, being slyly pushed back on the shelf where only the white, the male, the well-to-do, the well-dressed and the socially acceptable could reach it.⁴⁷

Of the many innovations established by the chancellor during the four years he headed the university, one of the most outstanding was his recognition of women in higher education. In a letter to his father, Chancellor Canfield stated his position regarding education for women:

If you go on the old principle, or prejudice, rather, that girls do not deserve as good an education as boys; that general, fundamental culture is of no special consequence to them: . . . Those who find such magnetic results from a congregation of young men only, and would be shocked to see the bonnets, cannot have any daughters that they care about, and I should say lacked one very essential element of a successful teacher—a keen recognition of the substantial unity of the human family and race.⁴⁸

In the spring term of 1892 a course entitled “The Status of Women in America” was introduced by Canfield. The course work consisted of the history of American women and their work with special study devoted to the new independence of women.⁴⁹ In addition to regular course work the chancellor suggested that the Board of Regents require of all women weekly work in the gymnasium as a partial equivalent for the military training (three hours weekly for two years) required of young men.⁵⁰

Newspapers in the state reported, “The co-education is a feature which insists on intruding itself constantly upon the attention of the visitor.”⁵¹ In the laboratory and classroom, at the reference table, at the easel, in philosophy, in music, in gymnastics, and in mechanics, there were young men and women working together. “Not only is there co-education but there is co-instruction, and some of the most esteemed members of the faculty are women.”⁵²

In Nebraska education for men and women became many-sided, democratic, unhampered by tradition, and alive to practical needs. Throughout the state there were many intelligent and capable young women who had never previously been encouraged to seek higher education. Women students (like Dorothy Canfield Fisher, Willa Cather, and Louise Pound) attended the University during Canfield’s administration. The chancellor’s enthusiasm awakened a desire for education, and his encouragement helped students realize that desire.

Fifty years before Harvard President James Conant applied the phrase, James Hulme Canfield said, “What our nation



James H. Canfield in his office at Columbia University, where he served as Librarian from 1899 until his death in 1909.

must have is not a classless but a casteless society.”⁵³ It was part of his constant effort to keep the doors of learning open. Canfield stood firm against special favors for men students over women students, for white students over black students. What burned in his mind was not the injustice to the excluded, but the danger to the nation, which needed every intelligent citizen or there would not be enough superior people to meet its needs. “No superior class, only superior individuals,”⁵⁴ was his slogan, and he believed that it applied to the world of scholarly learning as much as to any other milieu—more there than elsewhere, because it was at that spot on the battlefield that fervor for the good cause often died. This fundamental belief gave force to his insistence that all children in Nebraska have the opportunity for as complete an education as their tastes and abilities warranted. Statistics indicating the growth of the University show that he was successful. In the year before he came 513 students were enrolled; four years later there were 1,550. “The unorganized material for a great university existed in the state, both in the faculty and in the general condition. Chancellor Canfield put all into the fiery furnace of his enthusiasm and in four years brought forth results that were amazing.”⁵⁵

Canfield possessed many of the best characteristics of a successful man of business: initiative, organizational ability, and the understanding to grasp large issues. To these traits was added amiable leadership, which accounted for his widespread popularity.

The four Canfield years from 1891 to 1895 constituted a period of growth in many directions. Organization was perfected, standards were raised, and the curriculum was enlarged. At the beginning of the period attendance was small and the curriculum confined to a narrow range of studies. At its close, the number of students and the extensive curriculum more nearly justified the institution's status as a university.

Robert Manley wrote that the major function of the western land-grant university was to provide a safety valve for people from rural areas who wanted to escape the destitution and hopelessness that enveloped the land.⁵⁶ Social and economic democracy in America suggests liberty of action and equality of opportunity. The central idea behind the land-grant movement was that liberty and equality could not survive unless all

citizens had full opportunity for personal achievement at the highest practicable level. No restrictions of class, fortune, sex, or geography should operate. The struggle for liberty, when carried to its logical conclusion, is always a struggle for equality. Chancellor Canfield realized that education is the most potent weapon in this contest.

NOTES

1. Canfield's daughter, Dorothy Canfield Fisher, suggested that an intensely democratic spirit had been part of the tradition of Vermont ever since the settlement of the state "when my father's Canfield forebears came into the Green Mountains." Canfield Family Collection, Special Collections, Bailey/Howe Library, University of Vermont, Burlington, Vermont.

2. *The Hesperian*, XXII (January 16, 1894), p. 2.

3. "Canfield The Youth," *The University Journal*, V (April 1909), pp. 112-113.

4. Mrs. Canfield studied art in Paris and was the author of several books, including *Around the World at Eighty*, based on her own experiences. She promoted the women's club movement in Nebraska; the chancellor's home in Lincoln was frequented by committees of women from Nebraska towns who came for help in organizing clubs. *Lincoln State Journal and Star*, June 24, 1951. *New York Times*, August 15, 1930.

5. Miscellaneous Papers, Canfield Family Collection, Russell Vermontiana Collection, Martha Canfield Memorial Free Library, Inc., Arlington, Vermont.

6. Robert N. Manley, *Centennial History of The University of Nebraska, I, Frontier History (1869-1919)* (Lincoln: University of Nebraska Press, 1969), p. 113.

7. Charles E. Bessey, "Dr. Canfield's Coming to Nebraska," *The University Journal*, V (April 1909), p. 114.

8. *Ibid.*

9. Dorothy Canfield Fisher, "James Hulme Canfield," Canfield Family Collection, University of Vermont.

10. Thomas R. Walsh, "Charles E. Bessey: Land-Grant College Professor," Ph.D. Thesis, University of Nebraska, 1972.

11. *Ibid.*

12. Manley, *Centennial History*, p. 113; Howard W. Caldwell, *History of Education in Nebraska* (Washington D.C.: Government Printing Office, 1902), p. 32.

13. An account of the early administration of the University of Nebraska may be found in Manley, *Centennial History*, pp. 1-89; and in Caldwell, *History of Education*, pp. 30-49.

14. James Hulme Canfield, speech, "A State System of Education," Canfield Family Collection, University of Vermont.

15. James A. Canfield and Dorothy Canfield Fisher, "He Saw the Golden Door," *The Nebraska Alumnus*, XXXIV (February 1938), pp. 4-6.

16. James Hulme Canfield, Personal Journal, 1891-1894, December 9, 1891, University of Nebraska Archives, Lincoln, Nebraska.
17. Canfield speech, "A State System of Education."
18. Ibid.
19. Canfield journal, January 2, 1892.
20. Ibid., September 10, 1892.
21. Ibid., September 17, 1892.
22. Canfield speech, "A State System of Education."
23. Ibid.
24. James Hulme Canfield, letter to Professor Howard Caldwell, November 2, 1891, MSS. General Correspondence to the Board of Regents, 2/6/1, University of Nebraska Archives, Lincoln, Nebraska.
25. Ibid.
26. *Nebraska State Journal*, October 8, 1891.
27. James Hulme Canfield, letter to his sister, Mattie, March 3, 1894, Martha Canfield Memorial Free Library, Inc., Arlington, Vermont.
28. Ibid.
29. Ibid.
30. James Hulme Canfield, letter to his father, Eli, undated, Canfield Family Collection, Vermont Historical Society, Montpelier, Vermont.
31. James Hulme Canfield, Notice to the Faculty, undated, MSS. General Correspondence to the Board of Regents, 2/6/1, University of Nebraska Archives, Lincoln, Nebraska.
32. Ibid.
33. *Nebraska State Journal*, February 5, 1892.
34. James Hulme Canfield, *Chancellor's Report to the Board of Regents*, July 9, 1891-December 21, 1891, MSS. Correspondence to the Board of Regents, Box 9, Folder 78.
35. *Nebraska State Journal*, January 8, 1893.
36. Canfield journal, October 6, 1892.
37. Canfield, *Chancellor's Report*.
38. *Nebraska State Journal*, January 21, 1892.
39. Ibid.
40. *Eleventh Annual Report of the Board of Regents to the Governor for the Year Ending 30 November 1892* (Lincoln: University of Nebraska, 1892), p. 15.
41. *Nebraska State Journal*, January 2, 1894.
42. Canfield journal, November 23, 1893.
43. *Nebraska State Journal*, January 8, 1893.
44. Canfield journal, December 5, 1893.
45. Howard W. Caldwell, "Chancellor James H. Canfield," *The University Journal*, V (April 1909), pp. 112-113.
46. Alvin Johnson, *Pioneer's Progress* (New York: The Viking Press, 1952), p. 81.
47. Fisher, "James Hulme Canfield."
48. James Hulme Canfield, letter to his father, Eli, December 22, 1881, Vermont Historical Society, Montpelier, Vermont.
49. Canfield had previously introduced this course in Kansas, and it received nationwide attention. *Nebraska State Journal*, September 28, 1892.

50. James Hulme Canfield, *Chancellor's Report to the Board of Regents*, 18 August 1891, MSS. Correspondence to the Board of Regents, Box 9, Folder 78.

51. *Omaha World-Herald*, November 6, 1892.

52. *Ibid.* During Canfield's administration several women served on the faculty. One of the most outstanding was Dr. Rachel Lloyd, professor of analytical chemistry.

53. Fisher, "James Hulme Canfield."

54. Canfield journal, August 9, 1894.

55. Caldwell, "Chancellor James H. Canfield," p. 113.

56. Manley, *Centennial History*, p. 112.