

# The Nebraskan

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OFFICIAL STUDENT PUBLICATION  
AND BULLETIN OF THE  
1933 SUMMER SCHOOL SESSION,  
UNIVERSITY OF NEBRASKA.

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HOWARD G. ALLAWAY,  
Editor and Business Manager.

## "A Letter To the Times."

THE Nebraskan hopes in the  
near future—just how near,  
dear readers, depends wholly on  
you—to inaugurate in connec-  
tion with its editorial columns  
a department for publication of  
student opinion.

The purpose thus served  
would be to provide a safety-  
valve thru which steam gener-  
ated by the pent up urge which  
must sooner or later come upon  
a certain number of you to ex-  
press yourselves publicly on  
some matter, be it weighty  
question or trivial incident, in  
your lives as summer students  
may be let off.

Against such a development  
the Nebraskan herewith offers  
the use of its columns to any  
student so seized for publication  
of any reasonable communica-  
tion of general student interest  
sent to this office for that pur-  
pose.

Execution of this plan, en-  
tirely honorable in purpose,  
awaits only aforementioned  
necessary communications. De-  
spite all efforts, certainly things  
cannot be perfect around here.  
So let us hear your complaints,  
your praises or your sugges-  
tions.

## Collegiate Awakening.

AS a species, the American Col-  
legian has probably been pro-  
trayed as as great a variety of con-  
tradictory things as any subject  
that has come up for public in-  
spection.

Popular fiction and the motion  
pictures usually depict gogly-eyed,  
pipe-smoking youngsters in cords  
and tri-colored skull caps, at the  
one extreme, and blonde Appoline  
youths, on the other, romping  
madly thru a world of football  
games and parties with an oc-  
casional class period thrown in pure-  
ly incidentally. Magazine car-  
toonists lean towards picturing  
over-sexed young drunkards as the  
typical college man. Educators,  
speaking for public consumption,  
tend to stress embryo truth-seek-  
ers living on crusts in attics and  
church basements in order to con-  
tinue their pursuit of knowledge.

While individuals might be  
found to fit almost any of these  
pictures, that none is an accurate  
description of the run-of-the-mill  
college student bears witness to  
the dangers of generalization.

ONE characteristic, however, has  
long been held reasonably  
typical of the inmates of institu-  
tions of higher learning in this  
country. That was a disinterested-  
ness in affairs outside the little  
circle of events immediately touch-  
ing their lives. As against Eu-  
ropean, Far Eastern and South  
American students who are ready  
at any moment to discard the pen  
for the parade torch and play an

important part in the kaleidoscopic  
political scene of their countries,  
American college students have  
long been pointed out as a self-cen-  
tered lot, little concerned with  
current events effecting national  
or international welfare.

Recent happening have forced a  
revision of this estimate. For with-  
in the past few years American  
collegians have suddenly become  
interested in the happenings which  
make daily headlines—and in the  
social, political and economic  
questions which lie back of the  
situations giving rise to these  
headlines.

Particularly in the matters of  
opposing organization for war and  
in supporting candidates for public  
office whose political programs  
were tinged with pink have under-  
graduates made their activities  
noticed.

Ocasasionally this liberalism has  
led to excesses, as it seems from  
the news dispatches concerning the  
episode to have done at Amherst  
recently where the American flag  
was burned at a Communist  
demonstration.

On the whole, however, the  
awakening has been highly grati-  
fying to those who see it the por-  
tion of educated men and women  
to provide leadership in a social  
order so complicated that near  
breakdown is periodical.

But desirable as this develop-  
ment must seem to many, it has  
not gone forward without opposi-  
tion. The form this opposition in  
one case has taken is the subject  
for comment in an editorial re-  
printed in our "Current Comment"  
column from the New York Na-  
tion, a journal of known liberal  
views.

## CURRENT COMMENT

### Umbrella Instruction.

Confidence in the educational  
system of New York is not in-  
creased by the spectacle of the  
president of its city college be-  
laboring students with an umbrella  
like an irate old beldame charging  
a group of plaguing boys, nor by  
the action of the board of educa-  
tion in calling policemen to pro-  
tect it from its own teachers. The  
city college is busy meting out  
discipline because a crowd of paci-  
fist students blocked the patch of  
the president—and of course the  
inevitable "distinguished visitors"  
—on the way to review a drill by  
the reserve officers' training corps.  
Certainly some of the city college  
students were guilty of rowdiness,  
but the cure for that scarcely lies  
in chastisement with a presidential  
umbrella. The board of education  
was equally unhappy in its strat-  
egy. Its fairness in dismissing a  
teacher had been questioned by a  
large number of his fellows. He  
had been dismissed allegedly for  
incompetence and falsifying his  
attendance record. As to the truth  
of the charges we have no knowl-  
edge, but the fact that the victim  
is chairman of the Teachers' Com-  
mittee to Protect Salaries raises at  
least some unfortunate suspicions.  
Many teachers asked for a public  
trial for the victim—a reasonable  
request—and when this was re-  
fused by the board, began a dem-  
onstration. Here again the limits  
of decorum may have been passed,  
but surely it was stupid for the  
board to call policemen with clubs  
to cope with an outburst of indig-  
nant emotion, and still less wise  
to suspend two of the protesting  
teachers. To grant the public trial  
asked for would do more to restore  
morale among teachers and stu-  
dents than stubbornness and pun-  
ishment. Policemen's clubs and  
presidential umbrellas are no  
longer believed to have much edu-  
cative value.

—The Nation—

## BOOK REVIEW For The Week.

THE AMERICAN PUBLIC  
MIND, Peter Odegard; Columbia  
University Press (1930)—

It is always a little startling to  
meet a man who knows a great  
deal about one's motives, but the  
shock of meeting such a man in  
the person of Mr. Odegard, as he  
appears in "The American Public  
Mind" is lessened by the complete-  
ness with which he makes it known  
that his indictments and investiga-  
tions extend to a whole nation of  
Americans.

A tremendous task has been un-  
dertaken in this book, and at first  
glance it might seem that only a  
frenzied emotional outburst could  
succeed in conveying anything of  
the chaos that is America. Far  
from finding such emotional  
frenzy, however, the reader who  
dips into the volume at any point  
will discover a reasoned analysis  
founded on a wealth of keen ob-  
servation.

From first to last Mr. Odegard,  
who is professor of political sci-  
ence at Ohio State university, is  
bent on making clear the forces  
objected in modern American life,  
and even while rooting these forces  
out, he reveals the sources from  
which they have sprung in the  
course of the nation's develop-  
ment.

"The American Public Mind" is  
not a book for those who dedicate  
their efforts to rationalizations  
about the existing order of things  
nor will it felicitate the consciences  
of those devoted to perpetuation  
of the vague "stereotypes" whose  
true nature Mr. Odegard discloses.  
But to the tolerant and the curious  
minded reader, the book is real  
value.

In substance and content the au-  
thor has done a thoro and compre-  
hensive job. Beginning with more  
or less fundamental investigations  
into "The Foundations of Person-  
ality" and "Social Behavior," he  
considers successively all the more  
important influences involved in  
daily American life. Included  
among these forces are the fam-  
ily, the church, the school, the  
press, political parties, pressure  
groups, propaganda, movies, books  
and the radio. A final chapter on  
"Censorship and Democracy" is  
packed with ironic material suit-  
able for development of a second  
Mr. Dooley for those with a sense  
of humor.

Nebraska summer session stu-  
dents, for whom this review is pre-  
sumably written, will be especially  
interested in the chapter devoted  
to the schools, altho, of course,

other educational factors are not  
by any means neglected.

After surveying the public school  
system, Mr. Odegard is inclined to  
be brutal: "...It is obvious that  
education in America is regarded,  
not as a means for stimulating in  
the children the desire to know the  
truth, but as a means for inculcat-  
ing them with the stereotypes and  
superstitions of the dominant  
groups in control."

That there is hope, however, the  
author recognizes. "There are  
voices in the land," he points out,  
"demanding a new approach to ed-  
ucation. Emphasis is to be laid on  
individuality, discussion, learning  
by doing, student participation in  
school control, and psychological  
rather than formalistic learning.  
Education in internationalism and  
social responsibility is making  
some headway. Already, says  
Charles Beard, there is a large  
body of teachers and school admin-  
istrators who are convinced that  
the love of truth and the desire to  
be intelligent are more precious  
possessions than any segments of  
bigotry."

SIXTY ENROLLED FOR  
JUNIOR MUSIC CLASS  
(Continued from Page 1).

Stanley Rabe, Sidney.  
Mary Roberts, York.  
Frances Rosstier, DeWitt.  
Mildred Satterfield, Taylor.  
Ormond Schroeder, Lincoln.  
Marjorie Sellers, Sidney.  
Grace Sherman, Blue Rapids.  
Richard Smith, Lincoln.  
Lyman Spurlock, Milford.  
Marian Staley, Lincoln.

## Keep Cool

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an electric fan.  
Hair Cutting Specialists  
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Norman Stephens, Loup City.  
Ruth Stephens, Loup City.  
Robert Storer, Lincoln.  
Richard Turner, Du Bois.  
Robert Walden, Sidney.  
Neva Webster, Lincoln.  
Robert Westfall, Lincoln.  
Verna Willbee, Creston, Ia.  
Charles Webster, Lincoln.

Registration for the chorus class  
is as follows:

Charles Alexander, Lincoln.  
Dorothy Bartos, Wilber.  
Gladya Chittenden, Clatona.  
Ritchie Clarke, Lincoln.  
Edith Goodban, York.  
Vernon Hanneman, Lincoln.  
Alvira Johnson, Taylor.  
Vance Leininger, Fullerton.  
Lucille McCormack, Caltonia.  
Eunice McCormick, Exeter.  
Vee Loulae Marshall, Arlington.  
Maxine Meyers, Fremont.  
Arthur Newberg, Lincoln.  
Irene Replogie, Taylor.  
Thomas Shreffrey, Oxford.  
Walter Stroud, Lincoln.  
Jean Thompson, Loup City.  
Anna Tibbels, Lincoln.  
Vera Wekesser, Lincoln.  
Louise Wenzloff, Lincoln.  
Donald Davis, Lincoln.

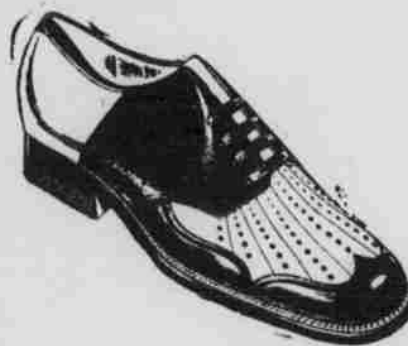
## LEARN TO DANCE

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Roast Prime Ribs of Beef with  
Brown Gravy  
Roast Loin of Pork with Apple  
Sauce  
Baked Ham with Raisin Sauce  
Hot Vegetable Dinner  
with  
Browned New Potatoes  
Hot Rolls or Bran Gems  
Choice of Pie & Choice of Drink  
1131 R Street

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servative—with wing tip and  
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other in sports style with plain  
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brown and tan.

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## Friday's Menu

—Just a Sample

**25c**  
DINNER

Choice of

Baked Green Peppers with  
Shrimp Stuffing  
Boiled Beef with Fresh Vegetables  
Roast Loin of Pork  
Cold Plate Lunch  
with  
Steamed Corn and Mashed Potatoes  
Roll and Butter  
Coffee Tea Milk  
and Dessert

**20c** Cinnamon Toast, Fruit  
Salad and Beverage—  
Toasted Peanut Butter Sandwich  
and Milk Shake—Ham Sandwich  
and Bowl of Soup.

**25c** Barbecue Sandwich,  
Bowl of Soup, and  
Beverage.

**30c** Ham Sandwich, Potato  
Salad and Milk Shake—  
Philadelphia Cream Cheese Sand-  
wich and Malted Milk.

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