

THEATRE DIRECTORY

STUART—(Mat. 25c—Nite 40c)
Now Showing: "LITTLE MISS MARKER" with Shirley Temple, Adolph Menjou, Dorothy Dell, and Charles Bickford.

LINCOLN—(Mat. 15c—Nite 25c)
Now Showing: Wheeler and Woolsey in "COCKEYED CAVALIERS". Also Buster Keaton in "ALLEGRO".

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25 New Social Studies Text-books, Allyn & Bacon, Pioneers in the social studies field.—Adv.

OFFICIALS EXPRESS SATISFACTION WITH EDUCATIONAL MEET
(Continued from Page 1).

times will make it necessary for public schools, and more particularly the elementary grades, to acquire more materials and equipment," she declared. "And it is only in this way that a fuller comprehension of society can be gained by school children."

Miss Cusack's talk was followed by an address given by Dr. Marvin S. Pittman, on the "Supervisory Program Applied to the Field of Reading." His talk concluded the conference sessions. Mrs. Alberta Ballance presided.

The morning session was opened with an address given by Miss Alice Sowers, who stressed the extreme importance of parents teaching boys and girls at home, and not leaving all the correction up to teachers.

"Many parents waste the first six years of their children's life by failing to start their education at home," stated Miss Sowers. "Everything is left up to the school teachers in the way of instruction. Much could be done if parents would start a child's education when they are very young. In this way many of the evils which crop out in the grades and high school may be easily rectified."

Dr. P. G. Johnson, of the university teachers college, pointed out in his address, "The Natural Sciences and Social Life in Rural Communities," that the natural sciences have devised an exact method of thinking "applied with the proper caution will solve most of our social problems."

He made a plea for not only "a mental balance but a proper manipulation of the methods by which we can solve the problems which arise in society." The natural sciences are the basic sciences and an understanding of them is necessary before the social sciences can be dealt with, accord-

ing to Dr. Johnson. The concluding address of the morning session was given by Dr. M. S. Pittman, Michigan State Normal College, who outlined a supervisory program for the rural schools of Nebraska. It was Dr. Pittman's contention that there should be a centralization of service so as to serve every part of the state adequately, since education is a state function.

"If our educational service were truly democratic, the remote rural areas of the state would be served as efficiently as are the crowded areas. The best teachers would be provided for the most difficult situations. The strongest supervisors would be assigned to the most needy sections. Democracy of service must become our ideal, our motto, our definite educational program," stated Dr. Pittman.

Listing the requisites for a state wide educational plan in this state, Dr. Pittman pointed out that such a system must be statewide in scope, the entire machinery of education must be more effectively organized and co-ordinated, the educational needs of the times must be more definitely defined and more clearly and more generally understood, the American educational army must be as mobile as the American military army, and that the supervisory personnel must be a rare combination of enlightenment and sympathy.

Other essentials necessary, according to Dr. Pittman, is school supervision composed of one part educational guidance and two parts human engineering, the necessity for abolishment of small county and city units, and a larger investment of money in education.

"We would all agree that the trend of education," stated Dr. Pittman, "is rapidly and strongly toward centralization both in matters of authority and of financial support."

The morning session was presided over by Miss Chloe Baldridge, head of rural education in this state.

A short conference luncheon was held at the Y. W. C. A. with Miss Eav B. Shuman, of the university, presiding. Speaker for the occasion was H. L. Cushing, assistant superintendent of public instruction, who briefly described some aspects of federal aid for state educational systems. Nearly 100 teachers were present.

Dr. Marvin S. Pittman, Michigan State Normal College, predicted that in the future high schools would "not be so small nor so numerous as in the past," in the opening address of the Wednesday afternoon session.

Basing his prediction on several factors, Dr. Pittman declared that our greatly improved facilities for transportation, the greater efficiency of the larger school, the tendency for education to become less and less a local function, and the natural result of state and national support of our educational system should ultimately influence our public schools in the direction of increased size and fewer numbers.

"The high schools of the future will be more highly standardized but, at the same time, will be better adapted to meet the local educational needs," stated Dr. Pittman. "The public is recognizing the principle of organization and standardization. They will soon recognize that the small educational unit is expensive."

The public school system of the future, as visualized by Dr. Pittman, will be similar to post offices, chain stores, and others, built along standardized patterns to fill well defined needs. "We are learning what size of educational plant is most efficient for various situations. Efficiency will become the controlling principle of our organization and service will become the ideal of effort."

Dr. Pittman also advanced the theory that the future curriculums of high schools will be built around the social sciences as the controlling center.

It was his opinion that geography, history, political science, economics and sociology would be the five major phases of the system of social sciences to be used in the high schools of the future. "The

Problems of Instruction Gather More Around Social Aspects Says Burnett

Over 180 persons attended the All University dinner held last Thursday evening, in the Student Activities Building on the College of Agriculture campus.

Chancellor E. A. Burnett introduced Mr. Charles A. Bowers, who was in charge of the panel discussion, the main feature of the evening, the subject of which was "Significant Changes in the Social Science Curricula for the New Day."

"Problems of instruction gather more and more around social aspects," stated the chancellor.

Mr. Bowers introduced the eight members of the panel jury, who were Dr. Helen McIntosh, of the Teachers college at Grand Rapids, Mich.; Dr. Burton of the University of Chicago; Dr. Marvin S. Pittman, recently of Ypsilanti, and now of the Teachers college at Atlanta, Ga.; Dr. Edgar Wesley of the University of Minnesota, and the following members of the faculty of the University of Nebraska; Dean C. H. Oldfather, of the College of Arts and Sciences, and professor of history, Dr. George H. Sellers of the department of history and Dr. W. H. Morton, principal of the Teachers college high school and director of teacher training.

Mr. Bowers explained that there would be two requisites for the evening's program; first, that there would be no fixed discussion, and second, that the audience and guests would be urged to participate. "We will discuss only those changes which seem to affect teacher training and methods of teaching," he said.

Social sciences take in the entire range of human history, thus embracing the traditions and discipline concerned with man and society, according to Mr. Bowers. "We hope to stress fundamentals. We must think of the new day in terms of the immediate future."

The main questions asked by Mr. Bowers during the course of the discussion were, "What are some of the good common elements of the present social science program on the elementary school level? the junior high school level? the senior high school level?"

"One of the best methods is teaching social studies by way of problems. We should teach children through centers of interest," said Dr. McIntosh, in speaking for the elementary school. She illustrated her point by means of the ordinary multiplication tables, where the various phases could be introduced just as the child saw the need for them.

Dr. Burton said, "We must con-

sider the child himself. There are certain things children must learn. Subjects must be reorganized. In discussing current problems of foreign affairs, for instance, it is futile to begin with magazines. The child must first have a background. He must know what makes men migrate into new countries. We must select methods whereby a child can master his subjects."

Several of the jury members agreed that the child must do this work on the level of his own interests.

Dr. Wesley stated, in speaking of the problems of the junior high school, that the main problem should be the method of teaching.

Dr. McIntosh added that the method of teaching should be in terms of the level on which the child is thinking.

According to Dr. Morton, the boy or girl has his own problem. All children do not have the same ideas. He said that it would be a bad day for America when we try to regulate the entire social order.

Dr. Senning pointed out that we are oscillating between extremes, but that there was a need of changing emphasis in subject matter. He said that social studies are not new at all. They are here and have been here for many years. He said that social studies are not new at all. They are here and have been here for many years. Some of the subjects are just going by different names. "We want to label everything. The main problem of today is, however, that we should have teachers properly trained in the subject matter they are to teach. Then we won't have to worry about the method of teaching. We should also have plenty of subject matter at hand for the teacher's use."

Dr. Oldfather added that our problem is to see that we send out people from colleges with enough knowledge of things of the social order so that they can speak with authority. Then, according to Dr. Sellers, we must give students general principles, the influence of which will be felt in the years to come.

Mr. Oliver H. Bimson, assistant superintendent of the Lincoln schools, was in charge of the musical program that immediately followed the dinner. Miss Eunice Bingham, accompanied by Miss Margaret Baker, gave several solos, which included "Meditation" from Thais, by Massenet, and "Londonderry Air," arranged by Fritz Kreisler.

ences are the basic elements necessary to successful foundations in the social sciences." If teachers follow this method, according to Dr. Wesley, students may gain a clearer conception of their relation to the society in which they live, and the relation of the future of men and women to our society.

"But merely teaching the social sciences to young men and women is not enough," he declared. "Teachers must do more than hand out books to children and expect them to absorb the social sciences. The study must be supervised, and more important, the study must be shown in the light of the subject to the students themselves."

Dr. Helen McIntosh, Grand Rapids, Mich., followed Dr. Wesley's address with a discussion of "Fundamental Methods in Teaching the Social Sciences in the Elementary School." She stressed the point that students must be taught to think for themselves, if any value is to be gained from revising curriculums to meet the demands of the new social era.

"Children being taught are not passive listeners, but rather are they active thinkers," Dr. McIntosh stated. She suggested that teachers set up problems, give them materials with which to solve the problems, and stress the relation of the book to the experiences of the school children.

"Teach school children to think," she declared, "rather than merely reflecting the thoughts of the teachers and the textbooks. It is only in this manner that school systems may rationalize education with the actualities of everyday life."

Concluding the morning session, Dr. William H. Burton, University of Chicago, made a detailed outline of the most effective methods of supervising social sciences in elementary schools. Dr. Burton drew his speech from an extensive study which he just recently completed. The survey was conducted in Chicago, where 20,000 school children were examined for their knowledge of the social sciences, and specifically, political science, economics,

To Columbia



Courtesy of Lincoln Journal. **NELS A. BENGSTON.** Who is leaving July 5 for Columbia university where he will have charge of two geography courses during that school's summer session.

RADIO

- Tuesday, July 3.
- 9:30 to 9:55 a. m.—Weather Report by A. G. Toop.
 - 9:55 to 9:58 a. m.—"Questions and Answers on Poultry Problems," by Prof. F. E. Mussell, Chairman of Poultry Husbandry.
 - 12:00 to 12:10 p. m.—"Insect Pests of the Season," by Prof. M. H. Swenk, chairman of Entomology.
 - 12:10 to 12:20 p. m.—"Horticulture for the Month," by E. H. Hoppert, State Extension Horticulturist.
 - 12:20 to 12:30 p. m.—Farm News.
 - 1:20 to 3:00 p. m.—School of Music recital by students in AState high school courses.
- Wednesday, July 4.
(Fourth of July Silent all Day.)
- Thursday, July 5.
- 9:30 to 9:55 a. m.—Weather report.
 - 9:55 to 9:58 a. m.—"Glimpses of the Museum," by Marjorie Shanafelt, Curator of Visual Education in the Nebraska State Museum.
 - 9:40 to 10:00 a. m.—"Old Hymns" program by Theodore Diers.
 - 10:00 to 12:10 p. m.—"Some Dairy Breed Characteristics," by L. K. Crowe, Assistant Professor of Dairy Husbandry.
 - 12:10 to 12:20 p. m.—"Hot weather and 4-H Animals," by Walter Tolman, Assistant State Extension Agent in Animal Husbandry.
 - 12:20 to 12:30 p. m.—Farm News.
 - 1:30 to 3:00 p. m.—Concert by All State High School band, under the direction of William W. Norton, of Flint, Mich.
- Friday, July 6.
- 9:30 a. m.—Weather report.
 - 9:50 a. m.—"Looking Forward," by Newton W. Gaines, State Extension Agent in Community Organization.
 - 12:00 noon—Timely Topics on Agricultural Engineering," by C. L. Zink, Tractor Testing Engineer.
 - 12:10 p. m.—"The Wheat Outlook," by Prof. W. C. Wiley, Chairman of Rural Economics.
 - 12:20 p. m.—Farm News.
 - 1:30 p. m.—"Character Education, the Adults' Part—The School," by Dr. G. W. Rosenlof, Director of Secondary Education, State Department of Public Instruction.
 - 2:45 p. m.—Monthly Parent-Teacher Assn. talk by Mrs. Fred R. Easterday.
- Saturday, July 7.
- 9:30 a. m.—Weather report.
 - 9:35 a. m.—Thirty-minute lesson of the Radio Course in Introductory and Advanced German.
- (Others periods Silent.)

and sociology. The results of the survey, which he used as the text of his address, revealed that school children have an excellent foundation for further development and teaching in the social sciences. In sociology the results showed that the school children knew most about bootleggers, alimony, juvenile court, bail, and the jury. In political science they knew about the mayor, elections, pollin gplaces, ballots, taxes and insurance. In economics, the test showed that the school children knew most about banks, deposits, rent, bankruptcy, pioneer, quarantine and sanitary regulations.

"From these tests," Dr. Burton stated, "we have an excellent base from which to start to teach them more about our society." The speaker also stated that these tests exploded the age old myth that school children are too young to study the social sciences, and that public school systems should accept the challenge of the new social order by teaching not only high school students, but grade school children more about the society in which they live.

Supt. J. C. Mitchell, McCook, presided at the morning session.

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