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ON THIS ISSUE

Desk Editor—Pipal Night Editor—Reddish

Culture Is Possible

A recent Daily Nebraskan headline promises a "bright outlook" in forensic competition this year. The debate squad is blessed with a superabundance of able orators. They constitute the Nebraska forensics.

The most bothersome point is by what criteria a season may be considered successful or otherwise. Nebraska indulges in no competitive verbal embroglios in the strict sense of the word. Debates are non-decision, and winner or loser is a vagary dependent upon the individual's prejudiced and loyal choice. Some time late in the year, normally, one or two of the Nebraska teams enter a tournament which is presided over by judges possessing the power to determine first and second.

There was a time when debate was a major activity of every university's cultural life. Orators were fostered and nurtured, and displayed their verbiage to the delight of large audiences. To be able to speak well and represent the school in intercollegiate contests was a distinction comparable only with that of being captain of the football team. A victory was a gala occasion, with much shaking of hands and congratulations, with the concomitant glory and popularity of being on the winning side.

Perhaps the audiences weren't the numerical equals of the football day crowds, and certainly no elaborate stadia were erected to seat them, but their enthusiasm was great and their appreciation sincere and wholehearted. How different from the apathetic manner of modern sophisticates!

It is a university's duty to stimulate thought and desire for knowledge on the part of its students. Quite obviously it cannot impart all learning in its limited halls. The creation of the desire to learn is a significant achievement. As most instructors will sadly relate, that is a difficult task. Students consider their text assignments the sum essence of all that is expected and required in the attainment of a well balanced, thoroly educated mind, and regard those who would go further as freaks. They aren't imbued with the spirit of educative initiative.

It is in this state of mind that they ignore debates, and other activities of cultural benefits. The orator is not a man with worthwhile ideas and thoughts to them, but rather an over-exuberant student who has, in the course of his collegiate wanderings, absorbed more knowledge than is good for his well being, and is ridding himself of the excess by spouting from the rostrum. The debate is not an interesting means of matching wits and mental powers, but rather a tedious session of meaningless argument and refutation.

Consequently, forensics as signified by debate have fallen to a low level. There is little student support, small audiences to listen to an argument, and few veteran men attempting to try out for the teams. Those who have participated for a year or two are quite likely to brand it a farce worth neither their time nor effort.

It is deplorable that such a condition exists. The Nebraskan would plead for students to participate in and attend debates, but that would be similar to arguing a river into running backward. The trend is away from forensics. Only concerted effort to provide attractive drawing features and re-establish interest in any slight measure steer the stream of student opinion back into the channels of this cultural interest.

The Nebraskan believes that the most lasting steps that can be taken to awaken latent interest is to revert to the old principle of de-

cision debates. Make oratory a competitive sport, with the at least mental knowledge of triumph for the team and school if trophies are not forthcoming. Perhaps a Big Six conference debate league could be organized. Practically all the valley schools have debate courses thrown in with their English departments. A field of competition could be established to paraphrase that of football. Students perhaps would be drawn from the school loyalty and competitive urge. More men would participate, if they knew certain victory or defeat depended upon their efforts, for the desire to win, at anything, is a strong one. With more men would come better caliber, successes, and debate could take its rightful place as a leading activity on the campus.

Culture has too long been disregarded in school affairs. Activities which may fall under the head of contributing at least a little to the intellectual development of college youth should be carefully nursed into prominence. We have too long been too engrossed with the newspaper accounts of football victories and prospects for the next year and too little concerned with developing our minds to a winning stride. The Nebraskan's plea stops not only with debate, nor with other culturally-sided activities. It is a plea for the welfare and benefit of the student mind and future of our country.

STUDENT PULSE

Brief, concise contributions pertinent to matters of student life and the university are welcomed by this department, under the usual restrictions of sound newspaper practice, which excludes all libelous matter and personal attacks. Letters must be signed, but names will be withheld from publication if so desired.

Mr. Innes Replies.

To the editor:

One observes that Mr. Kees in his second letter to the press has ceased his painful satire. He informs us that his altruistic motive in trying to put Dr. Schoenemann in an unpleasant questionable position was the preservation of democracy. He said in his letter that fascism had given earnest concern to such men as John Dewey, America's most important living philosopher; Charles A. Beard, the eminent historian; Weldon Kees, Nebraska '35; Robert Morgs Lovett, one of America's foremost literary critics. Mr. Kees suggests that I might perhaps supply him with answers to his standard questions concerning the deplorable conditions, which, he assures us, exist in Germany.

Mr. Kees wishes to maintain the discussion upon a broad impersonal level. But meanwhile he unassumingly claims for himself the support of "decent people everywhere." If I oppose him, I am risking my decency, it appears. However, it was not my intention to defend fascism. I was merely answering a grossly unfair attack by Mr. Kees. I agree that certain aspects of the nazi regime are indefensible. But along with these there are accomplishments that are commendable. Mr. Kees took all the worst features of a country that was in a state of revolution and presented them as a true picture of the present day Germany. His first letter was so hopelessly bigoted, dogmatic, and prejudiced that anyone out of his intellectual diapers would have resented it. He condemned the nazi party for what he himself was practicing; namely, in tolerance, fanatical adherence to narrow partisanship, and glaring misrepresentation.

The sources Mr. Kees depend upon in making up his "decent" mind are unknown to me. However, he admitted that the Daily Nebraskan, where he copied the interesting version of German spelling, was one of his authoritative sources. It is probable that his other sources of information concerning Germany are just as susceptible to conscious and unconscious corruption. Therefore it can be reasonably assumed that he has never read a Hitler speech in its original form nor in its entirety. Then Mr. Kees, who has been alarmed about fascism, taking this country, may be comforted to learn that Hitler in a recent speech to the German public said: "National socialism is not a commodity for export." Even if it were for export, it might be difficult to import to this country.

I wish to apologize to Mr. Kees for identifying him with Arthur Brisbane. I became rather confused by the similarly omniscient manner of exposition; and at one time Mr. Brisbane, too, wrote derogatory editorials about nazi Germany. That was before Hitler contracted for \$400,000 worth of American news to be supplied by International News Service. Not only "prominent educators and progressives everywhere" know that Hearst owns this news agency; it is even known by the enaille. Tho I am in an apologetic mood, I do not wish to apologize for "gutter tactics," as Mr. Kees so graphically called them, in replying to his slanderous letter. Because it is truly an unconventional plumber who dresses up in his Sunday serge to work on a sewer.

BOYD INNES.



Counsellor's Corner

REAL EDUCATION

By **Rev. L. W. McMillin**
Episcopal Student Pastor

"Jesus increased in wisdom and in stature and in favor with God and man."

Education is three-fold. Man is a Trinity, body, mind and soul. Everything in nature grows and grows very gradually. The towering oak, spreading its branches for the protection of the flocks and herds that seek shelter under its branches was once just a tiny acorn. The greatest cities of the world were once just a brick or stone. The great rivers that carry the commerce of the world started with just a tiny spring. The greatest and strongest men of history were once tiny babes in their mothers' arms. The Church that today encircles the globe started with twelve inconspicuous men in the "little upper room" in Jerusalem. The growth in everything is gradual.

There must be an equality of development in body, mind and spirit. The growth in each must be gradual. With the body, at least twenty or twenty-five years are required for the full development. With the mind, a whole life time is required. It is a long gradual growth from our A B C days to our Ph. D. days. With the soul, the development goes on into eternity, gradually, very gradually.

At different times in history, the emphasis has been placed on only one of the phases of man. The ancient Greeks placed the emphasis on the physical. The ancient hermits and the monastic system put the emphasis on the spiritual, on the soul. At various times the emphasis has been placed on the intellectual. We know now that the whole of man must be developed to make a well-rounded out personality. The soul, the enduring part of man, must not be neglected. We need a spiritual rudder to guide us over the shoals and sand-bars of life.

Education, true education, means drawing out of a man the best that is in him. I suppose if education were only the filling of the mind with facts, it would have been called "inducation" instead of education. Education is learning to live best, drawing out of man the very best that is in him, and making it possible for him to serve best in the place into which it has pleased God to put him.

If we put the entire emphasis on the physical, we have a brute, the cave-man. If we place the entire emphasis on the mind, we have an intellectual freak. If we place the entire emphasis on the spiritual, we have the religious fanatic. None of these is the normal man. We must develop all three to be normal human beings.

Now to have these three phases, we must feed them and exercise them. The body, to be strong, must be fed and exercised. No great athlete is developed by reading a book on Physical Culture. The mind must be fed and exercised. No great scholars are developed simply by listening to the lectures of professors. The student must not only be fed, he must be exercised. The soul must be fed by instruction, by the Body and Blood at the altar of God and then exercise must follow. No saints are made by listening to the story of St. Francis. Exercise must follow. We must learn, we must feed and we must do.

In school work we find the soul education the easiest to neglect. Students are swamped with school duties and extra-curricular activities. No one is really and truly educated unless he has developed all three sides of his being. The university and the churches, in conjunction with the university, make it possible and offer every opportunity for students to develop physically, mentally and spiritually. "Jesus increased in wisdom and in stature and in favor with God and man." Will you develop in the same way? The responsibility is yours.

L. W. M.

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